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ABSTRACT

Administrators and teachers in the Chicago (Illinois) Public Schools disagree significantly on the extent to which administrative prerogatives should be limited, according to statistical analysis of the opinionnaire responses of 162 educators from all of Chicago's 27 public school districts. The respondents were asked to agree or disagree with 25 statements, each presenting in simplified form a position on one of the major issues in the contract negotiations held between the Chicago Teachers Union and the Chicago Board of Education. Administrators and teachers essentially agreed on the 10 issues relating to contract provisions affecting teachers and administrators similarly, and disagreed over 15 statements that appeared to encroach on the control of principals and superintendents over school administration. In addition to a presentation and analysis of the data, this dissertation includes a brief historical review of the labor movement in the United States, a chronicle of the financial crisis affecting the Chicago school system during the winter of 1979-80, and a copy of the survey instrument. (PGD)

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THE OPINIONS OF ADMINISTRATORS AND TEACHERS ON THE
PROCESS OF COLLECTIVE BARGAINING AND THE 1979-80
NEGOTIATED CONTRACT BETWEEN THE
CHICAGO BOARD OF EDUCATION
AND THE CHICAGO TEACHERS

UNION

BY

WILLIAM O. STEWART

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DEDICATION

This dissertation is dedicated to my wife, Corinne,
who patiently shared my anxieties and frustration throughout
the study.

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CHAPTER I

INTRODUCTION

When the researcher conceived the idea of making a study of the opinions of teachers and administrators on the contractual agreement between the Chicago Teachers Union and the Chicago Board of Education it was not anticipated that during the interim, there would be a major metamorphosis of the Chicago educational system.

Leaders in the early teachers labor movement were quite correct. Leaders such as Mary Herrick who is 84, retired civica teacher from DuSable High School on Chicago's south side, was one of the founders of the Chicago Teachers Union and whose book "Chicago Schools", provided tremendous insight on how Chicago's political influence had its effect on the Chicago Board of Education; John E. Desmond, a founder and past president of the Chicago Teachers Union; Robert M. Healey and Jacqueline B. Vaughn, current leaders, all agree that without a contract, teachers and education employees are at the mercy of their boards of education anywhere and everywhere.

Acts in the chronology of events that carried the Chicago Board of Education to the brink of disaster:

November 13, 1979: Moody's Investor Service, Inc., a financial rating firm, slashes the board's credit rating because of doubts as to whether the board could meet its obligations on debts of \$124.6 million

in short term notes scheduled for sale the next morning.

November 14: The school board can find no buyers for \$124.6 million in notes it hopes to sell to meet expenses which include paying off another \$84.6 million loan. This ignites the financial flame.

November 15: City bankers tell Mayor Jane Byrne and School Superintendent Joseph P. Hannon they cannot buy the notes or lend the schools money unless the city will guarantee the notes.

November 16: To protect its credibility in the bond market, the school board votes to pay off the notes due on November 26, even if it means the systems' employees won't be paid on November 21.

November 20: Governor Thompson approves the advance payment of \$54.6 million to Chicago schools to meet both the payroll and the bond payment. The state's first black comptroller, Roland Burris, personally hand-carries the check to the Board.

November 26: The School Board pays off \$89 million in notes on time.

November 28: School Superintendent Joseph P. Hannon resigns.

November 29: It is revealed that the school board will have to raise as much as \$550 million to get through the school year.

November 30: John D. Carey resigns as school board president. Mrs. William Rohter is elected board president. The city budget director says the financial crisis of the school system is so severe it threatens the city's credit rating.

December 1: Goldman, Sachs and Company, the investment firm advising Mayor Jane Byrne, gives first official estimate that the school board will have to raise \$475 million to return to a sound financial footing.

December 4: Eugene J. Gutierrez, the board's top financial officer, and Robert Stickles, the number 2 finance man resigns. The financial crisis of the board carries over to another city agency. Moody's drops the ratings of four bond issues of the Public Building Commission when the school board fails to make a \$15.8 million payment to the commission. The payment has since been made.

December 6: New school board president Catherine Rohrer reveals that the board owes about \$44.2 million that was deducted from employee's paychecks in November but not sent to the proper destinations.

December 7: Another last minute advance of state aid in the amount of \$37.2 million by Governor Jim Thompson, a Republican, enables the school board to meet its payroll.

Mayor Jane Byrne and State Treasurer Jerome A. Cosentino announce a plan to raise \$200 million for the schools by the end of January.

December 11: Governor Thompson calls the December 7 plan unacceptable.

December 13: Dr. Angeline P. Caruso, deputy superintendent of curriculum and instruction, is elected interim superintendent of schools.

December 19: Jerome Van Gorkom, head of Mayor Byrne's school finance oversight committee, outlines the board's financial needs: \$190 million by the end of January and \$459 million by August 31, the close of 1979's budget. He calls for a tax hike and trimming \$94 million from the board's \$1.4 billion budget.

Hope fades that the school board can meet the December 21 payroll when Governor Thompson says he won't let Treasurer Cosentino buy \$100 million in notes from the school board.

December 21: "Black Friday." School employees aren't paid for the first time since the Depression. The Chicago Teachers Union advises its members to return to work when classes resume January 2, but not beyond January 4 if there are no paychecks by then.

December 27: The Chicago Teachers Union files a suit seeking to force the school board to sell its real estate holdings, estimated at \$250 million, to pay its debts.

December 28: Other unions representing school board employees say their members also will work without pay through January 4 but not beyond. A plan to close 35 Chicago public schools is part of the economy measures being prepared by interim Superintendent Angeline Caruso. The possibility arose that the entire school system may be shut down.

December 29: Governor Thompson emerges from a conference with Mayor Byrne's two top aides to say the school board needs \$225 million just to keep the schools open through January, 1980.

January 2: Teachers return to work and classes resume. The teachers union reports that its members voted 19,154 to 2,358 not to report to work on January 7 unless all school board employees are paid the total \$100 million in wages they were owed by January 4. State Treasurer Cosentino files suit against Governor Thompson seeking a court order to allow the treasurer to furnish emergency financial aid to the school board. A tentative agreement is reached to enable the city, the banks and the state to advance emergency funds to the schools in time for the next payroll.

January 3: A summit meeting called by Governor Thompson meets in the Springfield mansion to work out details of a plan to pay the teachers. A contingency plan for school principals and parents in the event of a shutdown was issued by interim Superintendent Caruso.

January 4: Teachers and other board employees go without pay for the second consecutive time while discussions continue at the Springfield summit meeting.¹

January 5: After three days of marathon negotiations at the governor's mansion in Springfield, Illinois, it is agreed to rush \$150 million to Chicago's schools immediately, raise another \$225 million in short-term notes and sell \$500 million in long-term bonds. The city, state and Chicago's major unions will be asked to buy the short-term notes and sell \$500 million in long-term

¹Chicago Tribune, Sunday, January 6, 1980, Casey Banas.

bonds, the school board will make "deep and severe" budget cuts and the legislation will be asked to create a board to guide the schools back to solvency.²

January 28: Chicago teachers and career service employees walk off the job. They had suffered their third missed payday and would no longer tolerate the school board's lies, the Chicago city council's inaction or the bankers' greedy attempts to hike the interest rate on phase II financing, the bailout of the Chicago schools. Without one single picket line-up, 97 percent of the teachers and career service members heeded the call of the union and simply refuse to report for work.

February 3: "Biggest meeting ever." More than 14,000 teachers and other board employees pack the four major ballrooms of the Conrad Hilton to hear a report on the status of the Chicago Teachers Union's struggle to save the contract. Illinois State Federation of Labor President, Robert Gibson, begins his talk by stating: "I come here today to address what is the biggest union meeting I have ever been to in my life."

American Federation of Teachers President Albert Shanker called the members' attention to the fact that "teachers unions are under attack and being forced to engage in life and death struggles throughout the country".

¹Chicago Sun-Times, January 6, 1980, Alan D. Mutter.

Chicago Teachers Union president Robert M. Healey, upon entering the ballroom, received a prolonged standing ovation, another when he rose to speak, and another one at the conclusion of his speech. Mr. Healey concluded his talk on a high emotional pitch, urging the members to vote for a strike, saying: "In Chicago where they say money can buy anything, when they say, 'I'll buy the Chicago Teachers Union with the checks, I'd spit in their eyes before I'd vote for anything but a strike!' Following the talk the members voted 7,717 to 2,506, more than 3 to 1 to strike.

February 4: Strike begins in the early hours of one of the coldest days of the current school year, and is 98% effective. Board of Education attorneys appear in Judge Richard Curry's Court and obtain a temporary restraining order directing that the CTU members discontinue their strike and return to the classrooms.

President Healey confers with the union attorneys and later calls a press conference where he issues a carefully worded statement to honor the vote of the membership, "whatever we do, we will do together."

February 5: The picket line is as strong as it was on the day before, 97% effective. President Healey, accompanied by CTU attorneys appears in Judge Curry's courtroom to respond to the temporary restraining order and the Board's request for a preliminary injunction. The Board's attorneys contend that the strike is causing irreparable harm to the children of Chicago.

The Union's position is that the strike is the result of the Board's failure to conduct itself in good faith. The court proceedings are recessed until Wednesday, February 6, at 1:00 p.m., to permit the board and union teams to return to the bargaining table with a mandate from the judge to return with a settlement.

February 6: The ensuing meetings with the board are fruitless as the board offers no bargaining proposals and categorically reject all proposals presented by the Union. The return to court was highlighted by a masterful presentation by CTU's attorneys.

The judge listens attentively, but in the end grants the board's request for a preliminary injunction. Following the court session, Healey again holds a press conference. At that time, he points to the fact that, although he respects the integrity of the court, his oath to uphold the CTU Constitution denies him the right to set in motion the process of rescinding the strike policy voted by the members. He urges the teachers to continue the strike to protect the contract.

February 7: The strike is again 98% effective. In fact, 3,000 additional pickets turn out to show solidarity in spite of the injunction.

Throughout the five day period, union members are vocal and vigorous in expressing belief in the union, its leadership, and in the fact that they have just cause to stick by their posts on the picket line. There are a few who doubt that the mayor's decision to intervene, by summoning all the parties involved to a summit meeting, was impelled by the obvious fact that court action and Board of Education intransi-

gence would not get the schools open and the children back in classes. The teachers are together, united and determined. The strike is an unquestioned success.

February 10: It is a very frigid morning and in the Amphitheater located on south Halsted where Carl Sandbergh, Poet Laureate, wrote a poem calling Chicago the "Hog Butchering Capital of the world", sits thousands of wildly cheering Chicago Teachers Union members listening to the details of the settlement from President Healey. They accept the settlement because the two issues are resolved. The contract is saved. No fringe benefits are lost. Attempts by the Board to have members pay part of the hospitalization costs and cut back on the dental plan have been beaten.

There will be no increase in class size. There will be no loss in preparation periods. There will be no \$300 across-the-board pay cut. There will be no four percent pay cut. The school year will not be cut by three days or even two days. The negotiating team does not accept a two-day lost of pay just for CTU bargaining unit members but rejects the proposals by the board for contract cuts for all and the rejections stand.

A substantial number of the proposed job cuts are restored. Of the 683 teacher jobs and 204 career service jobs slated for elimination, tough Union bargaining saved 300 teacher jobs, all 204 career service jobs, 201 teacher aides and 3 bilingual school clerks. Of the ten days

out of school, five for "no pay, no work" and five on strike, nine will be made up at the end of the school year, June 16 through June 26. There is no loss of holidays or Spring vacation.

The members will give up one day's pay, but it won't be just CTU bargaining unit members; it will be everybody who works for the Chicago Board of Education.

Imagine what the teachers would have to give up if it were not for their collective bargaining rights and the 1979-80 negotiated contract!

HISTORICAL BACKGROUND OF THE LABOR MOVEMENT

George Santayana, that wise and compassionate poet and philosopher, once remarked that "those who cannot remember the past are condemned to repeat it".

Organized labor has always been the strongest advocate of quality education of any American institution. The creation of public education, in fact, was the first legislative objective of American trade unions. At one time education was all but unavailable to working people and their children. The concept of universal free education was not born until the 1830's. Before that period, publicly supported schools were maintained only for the indigent, and they specialized in little more than basic literacy instruction. In most cases, parents would have to submit to the humiliation of a signed pauper's oath before their children were admitted.

The first organized demand by workers for free public education, open to children of all economic classes, came in 1827 in the City of Brotherly Love and the birthplace of American independence, Philadelphia, Pennsylvania.

Horace Mann, an early educational leader, aptly noted: "If one class possesses all of the wealth and education, while the residue of society is ignorant and poor, the latter will be the servile dependents and the subjects of the former". Of course, members of the power structure realized the truth of this statement and mounted a bitter struggle against public education. They tried to claim that members of the privileged classes alone were capable of benefiting from education, and

that the rest of society somehow lacked the necessary intelligence.

The history of organized labor has taken many forms. Unions have existed since colonial times but their attempts at linkage had been universally unsuccessful. The National Trades Union was formed in 1834 by delegates from a half dozen eastern cities. Three years later the economic panic of 1837 put an end to the National Trade Union and most of its constituent unions. In 1866 the National Labor Union was created. It was the first successful effort to bring together the dozen or so national labor organizations that had been founded since 1850, as the country began to industrialize. It ended in 1872. The Noble Order of the Knights of Labor was founded in 1869 as a local union of Philadelphia garment workers. However, other craft unions soon joined and it flourished; but, by 1886, it had disintegrated. The internal conflict was too difficult to resolve. The immediate interests of the skilled and unskilled workers whom the Knights attempted to unite were not so easily reconciled, among other problems. Labor historians, nevertheless, consider the Knights of Labor as setting the foundation for a permanent labor movement.

The Federation of Trades and Labor Organizations was created in 1881 by craft union affiliates which disassociated themselves from the Knights of Labor. Out of this group came the modern labor movement; indeed the AFL-CIO thinks of 1881 as the year of its birth.

December 8, 1886, Samuel Gompers of the Cigar Makers Union called a group of unionists engaged in various crafts together in Columbus, Ohio. These 42 delegates from 25 craft unions wanted a movement geared to day-to-day union problems, not some "utopian" philosophy. Thus, the American Federation of Labor

was born. Gompers was elected its first president (his salary was a handsome \$1,000 per year); a position he held, with the exception of one year, until his death.

In the three decades which followed, the AFL consolidated its position as the principal federation of American unions. However, this conglomeration of unions with varied philosophies, interests and ideas was destined for challenges. As American industrialization progressed, new unions in these industries were organized as an "industrial" rather than a "craft" basis. They were all chartered by the AFL.

An internal struggle developed in the AFL over the question of whether unions should be organized to include all workers in an industry or strictly on a craft or occupational basis. This struggle continued to deepen until on November 9, 1935 the day after an AFL convention, officers of several AFL affiliated unions — United Mine Workers, Amalgamated Clothing Workers, International Ladies Garment Workers Union, United Textile Workers, International Union of Mining, Mill and Smelter Workers and the International Association of Oil Field, Gas Well and Refinery Workers — met and formed a "Committee for Industrialization Organization." The presidents of the International Typographical Union and the United Hatters, Cap and Millinery Workers participated as individuals in forming the "Committee" without committing their unions to the movement. The following four unions joined shortly after the "Committee" was formed: The International Union of United Automobile Workers, United Rubber Workers, Amalgamated Association of Iron, Steel and Tin Workers, and the Federation of Flat Glass Workers.

This "Committee's" stated purpose was to promote the organization of workers in mass production and unorganized industries and to encourage their affiliation with the AFL. The AFL, however, did not look kindly on this new "Committee" and requested in January 1936 that it discontinue its activities. It didn't and in May 1938 all but one — International Ladies Garment Workers Union — of the unions were expelled from the AFL. Thus, Committee for Industrial Organizations became the Congress of Industrial Organizations.

December 5, 1955 in New York City, the American Federation of Labor and the Congress of Industrial Organizations was formed — the AFL-CIO. The merger of these two federations created an organization of almost 16 million workers; one with influence of incredible ramifications.

In the past 200 years American working people have managed to advance from the worst kinds of exploitations and misery, with the help of their unions. America's union movement has, indeed, a proud and progressive past. It's accomplishments can provide the impetus to overcome those obstacles to economic security and individual dignity that still remain for working people.

NATIONAL EDUCATIONAL ASSOCIATION

The National Educational Association was formed in 1857, when a small group of sixty superintendents, principals, and college presidents and professors met in Philadelphia at the call of 10 state education associations. They formed a national teachers' association which later became the National Education Association.

Its first name was the National Teachers Association. In 1870 two previously independent national associations of superintendents and normal schools became departments within the association and the name was changed to the National Association of Education.

The type of organization the charter members sought was "professional" and the purpose was to "elevate the character and advance the interests in the teaching profession and to promote the cause of popular education in the United States". Few classroom teachers belonged to the National Association or its forerunners; thus the problems of teacher welfare were left largely unexpressed. An occasional committee for salaries or teacher tenure was appointed at teacher conventions; but, it was not until after 1900 that the work done by such groups had any significant impact on the educational scene.

The first state association of teachers and school officials was formed in 1845 in Massachusetts, and by 1910, every state and territory except Delaware and Tennessee had a functioning group. The traditional goal of the early associations was usually stated to be "professional improvement", an essentially non-economic concept. By 1910, nearly half of the state associations had conducted investigations in their jurisdictions on teacher salaries, tenure and pensions, and had taken some affirmative action primarily through lobbying, to enhance the status of the classroom teachers.

Meanwhile, prior to 1900, the National Education Association was developing a traditional "professional" philosophy which considered teaching as work done "primarily for public service and secondarily for earning one's living". If teaching

was an expression of "unselfish social service", money matters were beneath the dignity of the Association". It was generally expected that salary increases and welfare benefits would be extended by a grateful public in appreciation of increased professional effort. This was an erroneous assumption, indeed.

Historically, the NEA portrayed itself as a professional organization concerned with advancing the status of teaching as a profession. The AFT, however, tended to view itself in more classical labor union terms. Even though the two organizations have become more similar over the last 10 years, their traditional images remain.

According to the Bureau of Labor Statistics, the NEA had a national membership of more than 1.8 million in 1976 and the AFT, a membership of 446,000. Although there is considerable difference in the size of these two organizations, it should be remembered that the AFT, though considerably smaller, represents teachers in almost every major city in the country.³

¹Action Newspaper, No. 4, October 5, 1979, Research on Teacher Unionism - Albert A. Blum, p. 4.

AMERICAN FEDERATION OF TEACHERS

In 1893, Samuel Gompers was asked, "What does labor want?", and he answered, "We want more school houses and less jails; more books and less arsenals; more learning and less vice; more constant work and less crime; more leisure and less greed; more justice and less revenge, in fact, more of the opportunities to cultivate our better natures."

The first recorded affiliation of any teacher group with organized labor was in San Antonio, Texas in 1902. Later that year, teachers in Chicago affiliated with the Chicago Federation of Labor to gain some visibility and support in its battle against tax dodging and for higher salaries. In 1916 the AFT, boasting 8 locals, was chartered by the parent American Federation of Labor.

The Union's immediate successes somewhat exceeded expectations, and by 1920, membership stood at over 10,000. The membership of the AFT and the NEA at this point was almost equal, but the decade of the 20's was marked by declining membership of AFT and a struggle for existence. The reason was clearly a reluctance of many teachers, which persists today, to identify with a predominantly blue-collar "working-class" labor movement.

Misunderstandings of labor unions in general and specifically of teacher unions, aroused public opinions against unionism. After the Boston police strike in 1921, the public perceived unionism and anarchy as being one and the same. Opposition by boards of education was widespread. In order to gain some ground, the AFT formally disavowed the strike weapon as appropriate for teachers until the 1950's.

Collective bargaining was slow to come to the teacher union movement. In the Norfolk, Virginia school system, an association of teachers achieved formal recognition as the official bargaining agent for teachers in that system as the result of a 1946 strike. That same year, the Pawtucket, Rhode Island Teachers Alliance (AFT-Local 930) successfully forced its board of education to negotiate its proposal for salary increases after a strike. In 1947, the first representational election among teachers was held in a Chicago suburb. Initially requested by the AFT, the election was conducted, with the consent of the Chicago Board of Education, by the Illinois Department of Labor and resulted in a victory for the AFT local.

Although both the AFT and the NEA had long supported teacher participation in determining school policy, neither organization supported the establishment of formal collective negotiations at the local level as a matter of national policy. By 1947, however, both organizations began to shift ground.

During the 1950's, the AFT committed itself to collective bargaining and achieved written agreements in a number of districts, including Pawtucket, Rhode Island. It established several new collective bargaining relationships in other districts, including East St. Louis, Illinois, and Gary, Indiana.

The 1960's were years of intensive organizational rivalry between the NEA and the AFT. In 1961, the United Federation of Teachers, AFT Local No. 2, won representation rights for New York City schools. The New York victory was achieved against a hastily organized NEA supported coalition of teacher organization, facing the AFT in a highly visible test of strength. In 1962 the AFT acquired membership

in the industrial union department of the AFL-CIO and began receiving financial aid in its organizing efforts. The New York City victory for AFT set the NEA in motion. Almost immediately thereafter, two of the first professional negotiations agreements appeared in Denver, Colorado and Champaign, Illinois.

To date, the AFT has won the majority of contested representation elections both in and outside the larger cities. Scores of teachers favor the AFT. However, scores of teachers also favor the NEA, which has been unilaterally designed as representative by school boards in many systems where there is no AFT competition.⁴

Dr. John Dewey, perhaps the single most important American educational influence in the 20th century, held membership Card No. 1 in the American Federation of Teachers. Dr. Dewey died in 1952 at the age of 93. A strong and active advocate of the trade union concept, he once gave the following reply when asked why a scholar of his eminence and attainment should join a union: "As to why I am a member of the Teachers Union, the query comes to mind, why should I not be, why should not every teacher be? I find that teachers have to pay their bills just the same as everybody else. I find that the respect in which they individually and collectively are held in the community is closely associated with the degree of economic independence they enjoy".⁵

¹History on Collective Bargaining, Atty. Anthony Scarriano, Chicago Heights, Illinois, pp. 15-17.

²Viewpoint, "So the Kids Can Have It Better," Albert Shanker, (First Quarter, 1976), pp. 12-13.

THE CHICAGO TEACHERS UNION

At the turn of the century, March 16, 1897, in Chicago, the city which a contemporary AFT historian described as "the political national laboratory of school affairs", a group of teachers formed a new, militant organization and called it the Chicago Teachers Federation.

In 1902, the Chicago Teachers Federation joined the Chicago Federation of Labor. The Chicago Teachers Federation (under the leadership of Margaret Haley, who left the Hendricks School in 1900) doggedly investigated allegations of tax evasion by public service corporations; it found that they had indeed been cheating, and as a result, won some \$250,000 a year in additional revenue for the schools.⁶

The Chicago Teachers Union was born in spirit March 16, 1897, when a small group of teachers organized the Chicago Teachers Federation. This Federation grew to a membership of 2,500 by December of that same year. The group, from the outset, engaged the support of organized labor, and by 1913, there were three teacher unions, each of which was affiliated with labor. They were the Chicago Teachers Federation, The Federation of Women High School Teachers and the Federation of Men Teachers.

Unions of teachers continued to function in Chicago and others joined the ranks. Two new ones, Elementary Teachers Union and the Playground Teachers Union were formed. Unfortunately, the Chicago Federation of Teachers did not cooperate with the other teacher unions and eventually fell apart.

¹ Changing Education, "At the Turn of the Century", a Journal of the American Federation of Teachers.

During the 1930's a spoils system existed in the Chicago School System and political clout determined the administration and conduct of the schools. Payless paydays and payment in script were normal procedure. There were salary inequities, substandard wages, and flagrant administrative abuses of teachers. It was the abuse of teachers and the generally deplorable conditions which existed in the schools that led to the organization of a Volunteer Emergency Committee to seek remedies. The Committee organized parades to the Mayor's office, cavalcades to Springfield, Illinois and other activities designed to make the public aware of the plight of the teachers.

One rally held at "Liberty Square" (the corner of Congress and South Michigan) had twenty-five thousand participants. The results of these efforts was a \$22 million dollar loan from the Reconstruction Finance Administration, plus the banks were persuaded to loan money to the Board of Education to pay the teachers. The four teacher unions which were functioning in Chicago learned the value of united action. They gave up their individual charters in 1937 and formed one teachers union, The Chicago Teachers Union, Local 1, AFT.

In the mid 1960's the Chicago Teacher's Union and the Illinois Education Association became involved in a bitter and vigorous struggle to determine which organization would become the collective bargaining agent for Chicago's teachers. After a lawsuit and a great deal of organizational effort by both organizations, an election was held in May 1966. The Chicago Teachers Union won 90% of the ballots cast, and in June, was recognized by the Chicago Board of Education as the official and exclusive bargaining agent for all of the teachers of Chicago. Before long, other

educational employees affiliated with Chicago Teachers Union. First, in 1966, were the truant officers. In May 1967, hearing and vision testers and library assistants joined. School clerks joined in September 1967. In November 1970, Board of Education funded teacher aides were permitted to join. January 1973, government funded teacher aides became part of the C.T.U. and in October 1979, school community representatives were accepted in the bargaining unit.

The minimum salary for teachers in June of 1966, when collective bargaining rights were won, was \$5,500 for a 40 week school year. As a result of the Union's efforts at the bargaining table and on the picket lines, the minimum starting salary for teachers in September 1980 is \$13,770 for a 39 week school year.⁷

In addition to the dramatic advances in salary, the teachers and other C.T.U. members achieved fringe benefits that were undreamed of in previous decades. Current contracts include items such as: personal leave days, paid vacations, paid hospitalization, life insurance, payment on retirement of unused sick days, a 39 week school year, and greatly lowered class sizes. Many of these gains, won through bitter struggles, are now taken for granted by new employees.

As our nation moves toward a new economic structure, it is essential that teachers be effectively organized if their needs and interests are to receive adequate consideration.⁸ Therefore, there should be many more good years for the Chicago Teachers Union.

¹Chicago Teachers Union Calendar and Datebook, "History of the Chicago Teachers Union", (1978-79), pp. 3-4.

²The Future of Collective Negotiations, Myron Lieberman, The Education Digest, February 1972, Vol. XXXVII, No. 6.

STATEMENT OF THE PROBLEM

What is the relationship between the opinions of administrators and teachers concerning the process of collective bargaining and the 1979-80 contract between the Chicago Board of Education and the Chicago Teachers Union?

Subproblem: Administrators are not members of the Chicago Teachers Union but they benefit greatly from the 1979-80 agreement and the collective bargaining process, will this fact obfuscate their responses? Will they be unbiased?

PURPOSE OF THE STUDY

The purpose of this study is to ascertain what the opinions of teachers and administrators are regarding the 1979-80 contract between the Chicago Board of Education and the Chicago Teachers Union, and of the process of collective bargaining.

The researcher wishes to establish whether a correlation exists that would warrant further research.

NEED AND SIGNIFICANCE OF THE STUDY

This study is needed because it is the first of its kind to focus on items in a specific negotiated contract.

It may be found that the differences of opinions between teachers and administrators on collective bargaining and the 1979-80 negotiated contract are not vastly different; therefore, neither will be inhibited and kept from performing his job efficiently. Once it is discovered that their views are closer together than previously thought, a better understanding between them will develop; the educational process will certainly be a winner.

This study will reveal that while collective bargaining benefits teachers, it also benefits administrators. Administrators receive salary increases and fringe benefits based on collective bargaining by Chicago Teachers Union and the Chicago Board of Education.

The results of this research will provide information needed for the improvement of future employment contracts.

HYPOTHESES

Administrators generally perceive the 1979-80 negotiated agreement as favoring teachers at the expense of administrative prerogatives.

Teachers generally think the 1979-80 negotiated agreement does not meet their individual needs.

SUB - HYPOTHESIS

Are the opinions of teachers and administrators different on such items in the 1979-80 negotiated contract as class size, health insurance and freedoms?

Are the opinions of teachers and administrators on the process of collective bargaining and the 1979-80 contract vastly different?

DELIMITATIONS

This study was confined to Administrators and Teachers employed by the Chicago Public School system.

All references to labor or professional agreements will be confined to the provisions of the 1979-80 city-wide agreement between the Chicago Teachers Union and the Chicago Board of Education.

DEFINITIONS⁹

Agency Shop:

A provision in a collective negotiations or collective bargaining agreement which requires that all employees in the negotiating unit who do not join the exclusive representative pay a fixed amount monthly, usually the equivalent of organization dues, as a condition of employment. Under some arrangements, payments are allocated to the organization's welfare fund or to a recognized charity. An agency shop may operate in conjunction with a modified union shop.

Arbitrator (impartial chairman):

An impartial third party to whom disputing parties submit their differences for decision (award). An ad hoc arbitrator is one selected to act in a specific case or a limited group of cases. A permanent arbitrator is one selected to serve for the life of the agreement or a stipulated term, hearing all disputes that arising during this period.

American Federation of Labor - Congress of Industrial Organizations (AFL-CIO):

A federation of approximately 130 autonomous national and international unions created by the merger of the American Federation of Labor (AFL) and the Congress of Industrial Organizations (CIO) in December, 1955. More than 80 percent of union members in the United States are members of unions affiliated with the AFL-CIO. The initials AFL-CIO after the name of a union indicate that the union is an affiliate.

Arbitration (voluntary, compulsory, advisory):

Method of settling employment disputes through resource of an impartial third party, whose decision is usually final and binding. Arbitration is voluntary when both parties agree to submit disputed issues to arbitration, and compulsory if required by law. A court order to carry out the provisions of a voluntary arbitration agreement is not generally considered as compulsory arbitration. Advisory arbitration is arbitration without a final and binding award.

Bargaining Agent:

Organization designed by an appropriate government agency, or recognized voluntarily by the employer, as the exclusive representative of all employees in the negotiating unit for purposes of collective negotiations or collective bargaining.

⁹ Public Employee Bargaining, Labor Terms, Commerce Clearing House, Inc., 1977, Chicago, Illinois, pp. 883-91.

Bargaining Unit:

A group of employees that has been determined by the employer as appropriate to be represented by an employee organization for purposes of collective bargaining.

Collective Bargaining:

The process by which teachers, through their designated representatives negotiate with the Board of Education. Offers and counter-offers are made in good faith on the conditions of their employment. Examples: salary, working conditions, and other matters of interest to the negotiating parties. Usually follows a labor-management format.

Congress of Industrial Organizations (CIO):

A federation of national and international unions formally established in 1938 by industrial unions, many of which had been affiliated with the American Federation of Labor. The CIO merged with the AFL in December, 1955, to form the AFL-CIO.

Contract:

An agreement upon sufficient consideration, to do or not to do a particular thing; the writing which contains the agreement of the parties, with the terms and conditions, serves as proof of the obligation.

Cooling-off Period:

A period of time (80 days) which must elapse before a strike or lockout can begin or be resumed, by agreement, or by law. The term derives from the hope that the tensions of unsuccessful negotiation will subside in time so that a work stoppage can be averted.

Injunction (labor injunction):

Court order restraining one or more parties from performing some act which the court believes would result in irreparable injury to property or other rights of other parties.

In loco parentis:

In place of the parent; charged with some of the parents' rights, duties, and responsibilities.

Labor Management Relations Act of 1947 (Taft-Hartley Act):

Federal law, amending the National Labor Relations Act (Wagner Act) of 1935, which, among other changes, defined and made illegal a number of unfair labor practices by unions. It preserved the guarantee of the right of workers to organize and bargain collectively with their employers, or to refrain from such activities, and retained the definition of unfair labor practices as applied to employers. The act does not apply to employees in a business or industry where a labor dispute would not affect interstate commerce.

Labor Management Reporting and Disclosure Act of 1959 (Landrum-Griffin Act):

A federal law designed "to eliminate or prevent improper practices on the part of labor organizations, employers," etc. Its seven titles include a bill of rights to protect members in their relations with unions; regulations of trusteeships; standards for union elections; and fiduciary responsibility of union officers. The Labor Management Relations Act of 1947 was amended in certain respects by this act.

Negotiations:

Systematic process whereby teachers (or employees) and the Board of Education, through designated representatives, may negotiate matters of mutual concern. It is structured to conform to the educational setting.

Preparation Period:

A block of time within the scheduled academic day when a teacher is allowed to prepare for classes, have colleague and/or student conferences or have parent conferences. This does not mean a free period.

CHAPTER II

REVIEW OF RELATED LITERATURE

The case, MCLAUGHLIN, ET. AL. vs. TILENDIS, ET. AL.,¹⁰ affirmed the right of teachers to enjoy "free association", thus, the right to belong to a union.

John Steele and James McLaughlin, both probationary teachers in Cook County, Illinois, were dismissed in the spring of 1966 for what was in fact membership in and support of an American Federation of Teachers local in Dolton, Illinois, although ambiguous words asserted other causes. They, of course, entered suit to get back their jobs.

The lower court failed to find any substantial federal question which gave it jurisdiction. It decreed that "while a governmental authority may not arbitrarily dismiss an employee for merely expressing an opinion or belonging to a particular organization, when an employee forms a labor union, he is engaging in activity which is more than speech". This court felt that union activities such as strikes, collective bargaining, arbitration, or the attempt to establish working conditions were so dangerous as to endanger community interests. Therefore, the court could not interfere with the power or discretion of the state in handling these matters.

However, the United States Court of Appeals for the 7th Circuit in Chicago, reversed the decision of the lower court and unanimously decided, June

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¹Landmark Cases: In the History of the American Federation of Teachers, Compiled by: Affy. John Lightenberg, Dr. Charles W. Miller, Department of Legislation, A.F.T., Washington, D.C., p. 5.

1968, that: "It is beyond debate that freedom to engage in association for the advancement of beliefs and ideas is an inseparable aspect of the "liberty" assured by the due-process clause of the 14th amendment, which embraces freedom of speech".

No longer may teachers, either tenure or non-tenure, hesitate to affiliate with the organization which can most effectively promote their interests because membership in such an organization may lead to deprivation of employment.

Just as the Dolton case affirmed the right of teachers to join a union, CHICAGO DIVISION OF ILLINOIS EDUCATION ASSOCIATION vs. BOARD OF EDUCATION, CITY OF CHICAGO,¹¹ is the case which established that collective bargaining between a union and a school board is legal, even when there is no state enabling legislation.

When Chicago Teachers Union wrung from the Board of Education an agreement that an election would be held to select a bargaining agent for Chicago teachers, the Chicago division of the Illinois Education Association went to court for an injunction, claiming that it had a non-exclusive "memorandum of understanding" with the board which still had about a year to run. A taxpayer intervened, (the Chicago Teachers Union later intervened in its own interest) urging that even such a non-exclusive agreement could not be valid; that the union had no right to be the bargaining agent for the teachers; and that the board could not legally give exclusive recognition to any organization, even one freely selected by its employer at any open election held for that purpose.

¹ Ibid, p. 6.

In a historic decision, Circuit Court Judge Cornelius J. Harrington held that the Board of Education could legally give exclusive representation to a bargaining agent selected by its teachers; that an election could be held at once, but that the memorandum of understanding of the Illinois Education Association would remain in effect until its expiration, after which a newly negotiated contract with the organization successful in the election could take over. Thus, with one stroke, the court held that collective bargaining by school boards is legal and that agreements so reached are enforceable.

This startling decree, affirmed by the Illinois Appellate Court in 1967, was the key victory that opened the door for collective bargaining in Illinois and established a precedent which is important everywhere.

In 1962 the first significant collective bargaining contract covering teachers was negotiated in New York City. Since then collective bargaining in education has developed nationally at an impressive pace. At least 32 states now provide teachers with bargaining rights, and a growing majority of teachers (60% or more) work pursuant to collective bargaining contracts. As a result, membership in teachers unions has increased enormously; simultaneously, dues therein have been increased, so that the resources available to teachers unions may even exceed \$500 million dollars annually. Since 60% to 80% of school budgets are spent for personnel, virtually every aspect of education has been affected by this dramatic shift to collectively bargained terms and conditions of employment.¹²

The number of states with laws permitting collective bargaining and the number of school districts with negotiated agreements have grown over the last fifteen years and are likely to continue to grow.

¹ Myron Lieberman, "Egos That I Have Laid," Phi Delta Kappan, February 1977, Vol. 60.

In Iowa, the growth of collective bargaining in educational systems was enhanced by the passage of the Public Employment Relations Act (PERA) of 1974, which provides for a systematic resolution of conflict through a four-step procedure. Negotiations between the employee and the employer is the first step. If the two groups working together cannot resolve the contract differences, they may request a mediator's services in an attempt to resolve their impasse through compromise with the help of a third party. Hence, mediation is the second step. If mediation is to no avail, fact finding becomes the third step. Fact finding differs from mediation in that the bargaining information is open to the public. If the fact finder's report is not accepted by both sides, the fourth and final step available is that of arbitration. An arbitrator is selected jointly, and the arbitrator's decision is rendered after a hearing. The arbitrator's decision is final and binding on both parties. In the 1975-76 school year, collective bargaining took place for the first time in Iowa under this new law.¹³

Illinois is the only major industrial state which does not have a collective bargaining statute covering public employees. Thirty-two states and the District of Columbia require public employees to engage in collective bargaining or to meet and confer with all or some public employees.

Collective bargaining already exists in Illinois, but it is a hodgepodge of piecemeal processes created by executive order, by local ordinance and by pattern and practice. School teachers and school boards are already sitting at bargaining tables and hammering out many of the rules which govern workers in their places of work. What does not exist is a systematic, statewide and uniform system for union

¹ Journal of Collective Negotiations in the Public Sector, Vol. 7, No. 1, A. E. Ferserbein and P.M. Muchinsky, 1978, p. 74.

representation, contract enforcement, and impasse resolution.¹⁴

As noted previously, collective bargaining faced strong resistance from school boards in the 60's. It was a process they did not understand and because they did not understand it, they feared it and were reluctant to engage in it. Times have changed. School boards and administrators understand the process and the community, for the most part, accepts the idea that teachers have a right to collectively negotiate a contract. What school boards are beginning to say is very simply this: since collective bargaining is publicly acceptable, we cannot refuse to bargain.

Researchers have been concerned with the influence of collective bargaining. One of the first areas that fascinated scholars was whether teacher unions have had any impact on teacher salaries. The studies often give conflicting conclusions. The first studies indicated a major impact; the second study indicated little or no influence; and the more recent studies indicated unions had some impact under certain conditions. This is not too different from the study of whether unions in general have influenced wages. One of the problems, of course, is: how does one compare the impact of unions on salaries of non-unionized as well as unionized teachers, when the fact of unionization, or potential unionization, may influence what school boards are willing to pay their non-unionized teachers? One problem is the time involved in these studies. It may well be that teachers, when they first started to negotiate, were able to secure the money that some school boards had been hiding.¹⁵

¹ Collective Bargaining United Labor for Public Employee Collective Bargaining, Information Bulletin No. 1, The Coverage, Julie Hamos and Richard Walsh, Springfield, Illinois.

² Research on Teacher Unionism, Albert A. Blum, University of Texas, Vol. 5 (1) 1976.

In the beginning the research was done mainly on the issue of unionism or collective negotiations proper. That is, was teacher unionism a good idea? If it were a good idea, which teacher organization was better? What were the attitudes of teachers, the school boards, superintendents, principals, the public and anybody else one could survey, toward the various teacher organizations as well as toward collective negotiations?¹⁶

The second phase in research concerned itself with the process of collective negotiation, the third phase involved the impact of collective negotiation, and the fourth involved the extension of unionization to other groups in the teaching field, such as para-professionals and professors. The latter group - namely the professors - are presently the subject of a growing body of research.

A two-part study undertaken by the American School Board Journal and published in its January and February 1976 issues, indicated that principals in the United States and Canada are not merely grouching about their lot. They are sometimes exhibiting a wrathful posture toward being the man or woman in the middle who's either needled or (more frequently) slighted by the administration and teachers alike. Principals express dissatisfaction with superintendents and boards of education, particularly over the superintendents' and board's bargaining with teachers.¹⁷

Another survey involved city school principals surveyed by the Chicago Tribune in cooperation with the Chicago Principals Associations. They evinced a kindred spirit, referring to themselves as "Toothless Tigers" with every conceivable responsibility placed on their shoulders without being given "sufficient authority to

¹ Action Newspaper, Research on Teacher Unionism, Albert A. Blum, No. 4, Oct. 5, 1979.

² The Brewing and Perhaps Still Preventable - Revolt of the School Principals, American School Board Journal, January 1976, pp. 1, 25-27, 163.

do the job". Approximately half of the principals (48 percent) who participated in the Journal study indicated that they "regularly or occasionally find themselves at serious odds with their superintendent and/or school board." In a similar but louder voice, 82 percent of Chicago principals said they have scant respect for their board of education and judge it to be doing a fair to poor job of operating the schools.

If the Chicago statistics are studied carefully, it would appear that principals hold a higher opinion of the job teachers are doing than of the caliber of work performed by the administrative superiors and the central board. When asked, for example, to assess the performance of teachers in their schools, 72 percent of the principals participating in the newspaper poll ranked instructors as excellent or very good at their assigned task.

Authority is what principals want more of - decision-making power within the entire school system. When requested to name their three top priorities for improving Chicago schools, seven out of ten principals participating in the Tribune survey listed first the need for more authority. They, in fact, put this priority far above other preferences, such as more teachers and smaller classes. Bargaining with teachers emerges as an important sovereignty symbol for principals involved in the Journal study. The sentiments was expressed with equal fervor by white principals working in white schools and black principals working in black schools.¹⁸

¹ The American School Board Journal, Principals Ought to be Firmly on Our Side, Vol. 163, No. 3, March 1976, pp. 14-15.

Researchers have now turned their attention to the influence of collective bargaining on the entire spectrum of education. It has enormous policy implications.¹⁹ There is no doubt that it will be the subject of innumerable studies.

¹Dr. Norbert J. Nelson, Dr. Donald L. Robinson, "A House Divided Against Itself", Journal of Collective Negotiations in the Public Sector, Vol. 8, No. 3, 1979, p. 273.

CHAPTER III

METHODOLOGY

The opinionaire was used to sample attitudes and opinions regarding the 1979-80 negotiated contract between the Chicago Teachers Union and the Chicago Board of Education.

The researcher utilized two groups of respondents. The first group's responses were solicited to ensure content validity. This group of twenty people consisted of negotiating teams of the Chicago Board of Education and the Chicago Teachers Union. The opinionaire was revised, based on the recommendations of the first group. A total of one hundred sixty-two opinionaires were then sent to the second group of respondents. The second group consisted of twenty-seven district superintendents, twenty-seven principals of elementary schools, twenty-seven principals of high schools, twenty-seven high school teachers and fifty-four elementary school teachers.

A random sample of one secondary school and two elementary schools from each of the twenty-seven districts in the city of Chicago was chosen for participating in the survey. The principal of each school chosen by random sample was asked to select the teachers who would participate. The sample of one hundred sixty-two respondents was considered "sufficiently large" because it is large enough to be descriptive of the total population to be sampled.

The twenty-five items on the opinionaire were devised by this researcher and designed to elicit true intentions, beliefs and attitudes from respondents. Each respondent was asked to indicate whether he (1) strongly agreed, (2) agreed, was (3) undecided, (4) disagreed or (5) strongly disagreed with the statements.

A statistical analysis of the responses was made by a competent statistician on a computer. The results were tabled, and for each statement on the opinionaire, the significance or insignificance (not statistically significant) is indicated. The chi-square test was used to compare what was theoretically expected (hypothesis) and the obtained results because it is a useful statistical method for making such comparisons.

The chi-square (computed by the computer) shown beneath each table is a statistic which indicates the discrepancy between the researcher's chance expectation (hypothesis) and the obtained responses; it is compared with a value given in a standard chi-square table²⁰ in any statistics book. The hypothesis is proved or disproved, depending on whether the chi-square value is smaller or larger than the appropriate value in the table.

The degrees of freedom (the degrees of freedom must be known in order to use the table) for each table are 4 and were computed by the computer. The value in the chi-square table opposite 4 and in the column under 0.01 or 0.05 is the value, 13.28 for 0.01 and 9.49 for 0.05, with which the chi-square statistic is compared.

¹The researcher used the table in "Statistics in Psychology and Education", 5th Edition, Garrett and Woodworth, New York City; David McKay Company, 1964, p. 450.

If chi-square is smaller than 9.49, it is not statistically significant. If chi-square is 9.49 through 13.27, significance is at the 0.05 level; if chi-square is 13.28 and above, significance is at the 0.01 level. Significance at the 0.01 level or 0.05 level means that an obtained result could only occur by chance 1 time in 100 trials or 5 times in 100 trials. The larger the chi-square is the greater the obtained result deviates from the chance expectation (hypothesis). The smaller the chi-square, the closer the agreement between the obtained result and the chance expectation.

A copy of each of the following items used in obtaining the educators' opinions is found in Appendix B : Letter to Respondents; Opinionaire Instruction letter to Respondents; Opinionaire - Survey Instrument, Section I; Opinionaire - Survey Instrument, Section II; List of Chicago High Schools; List of Chicago Elementary Schools (both of which were randomly chosen); Respondent Breakdown; Letter to High School Principals; Letter to Chicago Board of Education members; and Letter to Chicago Teachers Union officers.

CHAPTER IV

FINDINGS

Are there significant differences between the attitudes of teachers and administrators relative to the process of collective bargaining and the 1979-80 negotiated contract as shown by an opinionaire designed to elicit their opinions? As a result of the research, as shown in the following tables, it was found that the two groups differ in opinions on more than half (15 statements) of the statements, thereby proving the hypothesis. It is further shown that the differences are closer together than they are divergent. The two groups do not differ in agreement enough to be significant on 10 of the 25 statements.

The difference in agreement between the opinions of teachers and administrators is statistically significant and that difference, or lack of it, is shown beneath each table for each statement. The 0.05 and 0.01 levels of significance are the only levels used in this study.

The chi-square, with 4 degrees of freedom for each, is shown beneath each table. The chi-square is a measure of the departure of the result of the survey from what the researcher expected by chance (hypothesis). It is compared with a value in a standard chi-square table²¹ found in any statistics book. The value in the chi-square table opposite 4 (for 4 degrees of freedom, which each table has) and in the column under 0.01 or 0.05 is the value, 13.28 for 0.01 and 9.49 for 0.05, with

¹ ibid.

which the chi-square statistic is compared. If chi-square is smaller than 9.49, it is not statistically significant. If chi-square is 9.49 through 13.27, significance is at the 0.05 level; if chi-square is 13.28 and above, significance is at the 0.01 level. The larger the chi-square is, the wider apart is the result obtained by the survey, as shown by the tables, and what the researcher by chance expected (hypothesis). The smaller the chi-square is, the less the obtained result, as shown by the tables, departs from what the researcher expected by chance. If the chi-square is below 9.49, the departure of the obtained result from what was expected is not enough to be significant.

The tables themselves are self explanatory.

Immediately following each statement and table for that statement is an analysis of the result for said table and statement.

STATEMENT 1

Employees who are not members of the Chicago Teachers Union but are covered by the agreement as a condition of employment, should have to pay the union, each month, a service charge as a contribution toward the cost of administration of the agreement and the representation of such employees.

TABLE 1 FOR STATEMENT 1

Group	Strongly Disagree 1.	Disagree 2.	Uncertain 3.	Agree 4.	Strongly Agree 5.	Row Total
Teacher	3 6.5	5 10.9	2 4.3	12 26.1	24 52.2	46 answered 44.7%
Administrator	26 45.6	12 21.1	2 3.5	10 17.5	7 12.3	57 answered 55.3%
Column Totals	29 28.2	17 16.5	4 3.9	22 21.4	31 30.1	103 100%

Chi Square = 29.79 with 4 Degrees of Freedom
Significance is at the 0.01 level

As expected, this statement is statistically significant at the 0.01 level. Teachers have long voiced their dissatisfaction with non-members of the Chicago Teachers Union. Non-union employees benefit from the contract as much as union members without incurring personal sacrifices, such as walking the picket line in sub-zero weather and taking what amounts to a cut in pay as they remain out on strike while the contract is being negotiated. Administrators do not manifest these same feelings. Why? Because they are not members of the Chicago Teachers Union but get practically the same benefits negotiated for members.

Statement number 1 was one of the unsuccessful 1979-80 contract demands.

STATEMENT 2

Such monthly service charges should be equivalent to the amounts paid as union dues by those employees who become and remain members of the Union.

TABLE 2 FOR STATEMENT 2

Group	Strongly Disagree 1.	Disagree 2.	Uncertain 3.	Agree 4.	Strongly Agree 5.	Row Total
Teacher	4 8.7	10 21.7	4 8.7	9 19.6	19 41.3	46 answered 45.1%
Administrator	28 50.0	13 23.2	3 5.4	8 14.3	4 7.1	56 answered 54.9%
Column Totals	32 31.4	23 22.5	7 6.9	17 16.7	23 22.5	102 100%

Chi Square = 27.66 with 4 Degrees of Freedom

Significance is at the 0.01 level

Statement number 2 is closely related to statement 1 therefore about the same response was expected. Significance is at the 0.01 level. One or two of the administrators thought if there were such a charge, the money should be donated to charity. The union does have such a tax deductible fund (Eye glass). This fund provides pupils with eyeglasses whose parents are financially unable to do so.

STATEMENT 3

Teachers generally feel that the union could do more for them than it does.

TABLE 3 FOR STATEMENT 3

Group	Strongly Disagree 1.	Disagree 2.	Uncertain 3.	Agree 4.	Strongly Agree 5.	Row Total
Teacher	1 2.2	8 17.4	7 15.2	19 41.3	11 23.9	46 answered 45.5%
Administrator	0 0.0	7 12.7	14 25.5	27 49.1	7 12.7	55 answered 54.5%
Column Totals	1 1.0	15 14.9	21 20.8	46 45.5	18 17.8	101 100%

Chi Square = 4.92 with 4 Degrees of Freedom

Not statistically significant

The respondents were asked to explain their responses to statement number 3. Mentioned most frequently among the comments of teachers were those expressing dissatisfaction with having to complete so much "paper work". They of course want the union to have it eliminated. A surprising number (4) were willing to forego further salary increases to obtain concessions on matters "that really concern teachers" without specifying what those matters were. Two teachers think the union consciously accomplishes more for high school teachers than elementary teachers.

Few administrators wrote comments. Two said it was not clear to teachers what the union could do.

However, there was not enough difference of opinions between the two groups on statement number 3 for it to be statistically significant.

STATEMENT 4

The Board should expand its health insurance coverage to include dental insurance for all members of covered employees' family.

TABLE 4 FOR STATEMENT 4

Group	Strongly Disagree 1.	Disagree 2.	Uncertain 3.	Agree 4.	Strongly Agree 5.	Row Total
Teacher	4 8.7	8 17.4	3 6.5	12 26.1	19 41.3	46 answered 44.7%
Administrator	5 8.8	15 26.3	3 5.3	16 28.1	18 31.6	57 answered 55.3%
Column Totals	9 8.7	23 22.3	6 5.8	28 27.2	37 35.9	103 100%

Chi Square = 1.68 with 4 Degrees of Freedom

Not statistically significant

The chi-square for table number 4 is the second smallest of any among the 25 statements; therefore, the difference of opinion between the two groups is so small that it is not statistically significant.

Statement number 4 is one of the 1979-80 contract demands which was not successful at the bargaining table.

STATEMENT 5

Teachers should be allowed a ten month leave of absence for extended illness
instead of the present five months.

TABLE 5 FOR STATEMENT 5

Group	Strongly Disagree 1.	Disagree 2.	Uncertain 3.	Agree 4.	Strongly Agree 5.	Row Total
Teacher	1 2.2	4 8.7	2 4.3	20 43.5	19 41.3	46 answered 44.7%
Administrator	7 12.3	16 28.1	6 10.5	21 36.8	7 12.3	57 answered 55.3%
Column Totals	8 7.8	20 19.4	8 7.8	41 39.8	26 25.2	103 100%

Chi Square = 18.30 with 4 Degrees of Freedom

Significance is at the 0.01 level

This statement is statistically significant at the 0.01 level and helps to prove the hypothesis.

Teachers are confronted with more job-oriented problems than ever before. Unilateral decisions by the Chicago Board of Education to tamper with the contract; disciplinary problems, internal and external of the schools; anticipating possible employment lay-off or termination due to budgetary reductions, seniority or eliminating teacher positions; all of which result in physical, emotional and mental stress and strain on the teachers, necessitating a longer period of time for recuperation after illness.

Administrators generally feel that the extended time period would have an affect on the continuity and stability of organizing efforts on their part.

Statement five would have become part of the amended Board Rule 4-33, "the regular appointed teachers position shall not be declared vacant until the leave is extended for more than ten (10) school months",²² if it had not failed at the bargaining table.

¹ Rules of the Board of Education, City of Chicago, December 1, 1974, p. 35.

STATEMENT 6

The principal and the chairman of the Professional Problems Committee should exchange available and pertinent information concerning the operation of the school at the request of either party.

TABLE 6 FOR STATEMENT 6

Group	Strongly Disagree 1.	Disagree 2.	Uncertain 3.	Agree 4.	Strongly Agree 5.	Row Total
Teacher	1 2.2	3 6.5	4 8.7	16 34.8	22 47.8	46 answered 44.7%
Administrator	5 8.8	6 10.5	3 5.3	30 52.6	13 22.8	57 answered 55.3%
Column Totals	6 5.8	9 8.7	7 6.8	46 44.7	35 34.0	103 100%

Chi Square = 9.32 with 4 Degrees of Freedom

Not statistically significant

There is not enough difference of opinion between the 2 groups on this statement for it to be statistically significant. Both groups realize that communication and mutual understanding are elements for successful group dynamics. Statement number 6 is a part of the contractual agreement, under Article 1 - Recognition 1-11.²³

¹ Agreement Between the Board of Education of the City of Chicago and the Chicago Teachers Union, September 1, 1979, p. 5.

STATEMENT 7

Union delegates should be programmed for time during the school day for implementation of the contract and to deal with professional problems brought to his or her attention by bargaining unit members in his or her school.

TABLE 7 FOR STATEMENT 7

Group	Strongly Disagree 1.	Disagree 2.	Uncertain 3.	Agree 4.	Strongly Agree 5.	Row Total
Teacher	8 17.0	9 19.1	5 10.6	9 19.1	16 34.0	47 answered 45.2%
Administrator	21 36.8	26 45.6	3 5.3	5 8.8	2 3.5	57 answered 54.8%
Column Totals	29 27.9	35 33.7	8 7.7	14 13.5	18 17.3	104 100%

Chi Square = 25.89 with 4 Degrees of Freedom

Significance is at the 0.01 level

5

Significance is at the 0.01 level for this statement. The researcher's chance expectation was close to the result as shown by the two group's responses to this statement, thereby helping to prove the hypothesis.

Teachers and union delegates have difficulty communicating with each other because of time schedules, particularly in the secondary schools. Generally, the only time that is available for consultation is during class breaks, study periods, recess, lunch, before and after school.

It is generally to the administrator's advantage when communication between the union delegate and the griever is broken down. The feeling is that the teacher will become disenchanted and let her grievance dissipate. Statement number 7, if it had become part of the 1978-79 contract, would have modified Article 3 - Grievance Procedure 3-7.5.²⁴

Investigation of Grievances states, "The School union delegate or union designee shall be allowed reasonable time by the principal during the school day to investigate grievances". In the event clarification is necessary as to what constitutes reasonable time, the assistant superintendent for employee relations, after consultation with the Union, shall make the final determination.

"The President of the Union or his designee shall be accorded all of the rights of the Union delegate in any school. Time allowed shall be confined to investigating grievances that have been brought to the principal's attention".²⁵

¹ Ibid, p. 14.

² Ibid, p. 14.

STATEMENT 8

These periods should be in addition to the delegate's regularly assigned professional preparation periods of 40 minutes duration.

TABLE 8 FOR STATEMENT 8

Group	Strongly Disagree 1.	Disagree 2.	Uncertain 3.	Agree 4.	Strongly Agree 5.	Row Total
Teacher	9 19.1	8 17.0	5 10.6	8 17.0	17 36.2	47 answered 46.1%
Administrator	21 38.2	24 43.6	2 3.6	5 9.1	3 5.5	55 answered 53.9%
Column Totals	30 29.4	32 31.4	7 6.9	13 12.7	20 19.6	102 100%

Chi Square = 24.10 with 4 Degrees of Freedom

Significance is at the 0.01 level

This statement is closely related to statement number 7 and drew almost the same result. Significance is at the 0.01 level. It helps to prove the hypothesis.

Teachers generally feel that their needs could be more adequately met if statement 8 were a reality.

In the opinion of the researcher administrators could provide temporary class coverage with non-quota teachers. Teacher aides may be utilized temporarily for class coverage up to 60 minutes. However, there are other limitations due to the fact that there are only 1800 board funded teacher aides; and many schools are without non-quota teachers. Under Article 27 - Class Coverage 27-3, "whenever a teacher's duty-free professional preparation period is cancelled, the principal shall schedule a make-up duty-free professional preparation period, as defined in Article 25-1 of the agreement, for that teacher at a future time".²⁶

¹ Ibid, p. 69.

STATEMENT 9

Five preparation periods for self-directed professional activities, including conferences and the preparation of class work, should adequately meet professional needs.

TABLE 9 FOR STATEMENT 9

Group	Strongly Disagree 1.	Disagree 2.	Uncertain 3.	Agree 4.	Strongly Agree 5.	Row Total
Teacher	6 12.8	5 10.6	4 8.5	20 42.6	12 25.5	47 answered 45.6%
Administrator	2 3.6	5 8.9	3 5.4	27 48.2	19 33.9	56 answered 54.4%
Column Totals	8 7.8	10 9.7	7 6.8	47 45.6	31 30.1	103 100%

Chi Square = 4.01 with 4 Degrees of Freedom

Not statistically significant

The difference of opinion between the 2 groups on this statement is too small to be statistically significant. Administrators and teachers agree that 5 preparation periods adequately meet professional needs. The 1979-80 negotiated contract provides for 5 preparation periods per week.

STATEMENT 10

Whenever a teacher's preparation period is cancelled and no future date is scheduled, the teacher should be compensated at his hourly rate for each lost preparation period.

TABLE 10 FOR STATEMENT 10

Group	Strongly Disagree 1.	Disagree 2.	Uncertain 3.	Agree 4.	Strongly Agree 5.	Row Total
Teacher	4 8.7	13 28.3	5 10.9	10 21.7	14 30.4	46 answered 44.7%
Administrator	20 35.1	21 36.8	7 12.3	7 12.3	2 3.5	57 answered 55.3%
Column Totals	24 23.3	34 33.0	12 11.7	17 16.5	16 15.5	103 100%

Chi Square = 21.48 with 4 Degrees of Freedom

Significance is at the 0.01 level

Significance is at the 0.01 level for this statement and therefore it helps to prove the hypothesis.

Teachers are over-burdened with an abundance of record-keeping; therefore, they feel that the necessity of financial compensation is reasonably justified.

In the opinion of the researcher, administrators who have not been in the classroom recently as a classroom teacher don't realize the enormity of record-keeping under the Continuous Progress Program. However, compensating teachers for loss of preparation periods was lost at the bargaining table. Such loss periods must now be made up at a subsequent date.

STATEMENT 11

Teachers should be requested to take the classes of absent teachers during their conference and preparation period.

TABLE 11 FOR STATEMENT 11

Group	Strongly Disagree 1.	Disagree 2.	Uncertain 3.	Agree 4.	Strongly Agree 5.	Row Total
Teacher	30 65.2	7 15.2	2 4.3	6 13.0	1 2.2	46 answered 45.1%
Administrator	5 8.9	13 23.2	4 7.1	27 48.2	7 12.5	56 answered 54.9%
Column Totals	35 34.3	20 19.6	6 5.9	33 32.4	8 7.8	102 100%

Chi Square = 37.57 with 4 Degrees of Freedom

Significance is at the 0.01 level

The chi-square computed for statement number 11 is the largest computed for any of the statements. The differences of opinion between the 2 groups on this statement is great; thus the hypothesis is proven. The obtained result is a wide departure from what the researcher expected by chance.

Teachers now have a guarantee for their professional preparation period under Article 27-3, Class Coverage²⁷, which they don't want to relinquish. Administrators have the responsibility of providing coverage for all classrooms at all times and therefore want the privilege of utilizing whatever teachers are present for this purpose.

¹Ibid.

STATEMENT 12

Teacher aides, school clerks, CETA, or other non-teaching staff should be used for substitute service.

TABLE 12 FOR STATEMENT 12

Group	Strongly Disagree 1.	Disagree 2.	Uncertain 3.	Agree 4.	Strongly Agree 5.	Row Total
Teacher	26 55.3	12 25.5	2 4.3	6 12.8	1 2.1	47 answered 45.6%
Administrator	23 41.1	26 46.4	3 5.4	4 7.1	0 0.0	56 answered 54.4%
Column Totals	49 47.6	38 36.9	5 4.9	10 9.7	1 1.0	103 100%

Chi Square = 6.20 with 4 Degrees of Freedom

Not statistically significant

Eighty point eight percent of the teachers disagree and 87.5% of the administrators disagree with statement 12. Both groups feel that only certificated teachers should be used as substitute teachers.

STATEMENT 13

Special programs such as library, physical education, art, music, special reading or math should not be cancelled in order for the teachers to perform substitute service.

TABLE 13 FOR STATEMENT 13

Group	Strongly Disagree 1.	Disagree 2.	Uncertain 3.	Agree 4.	Strongly Agree 5.	Row Total
Teacher	2 4.3	2 4.3	0 0.0	15 31.9	28 59.6	47 answered 45.2%
Administrator	3 5.3	15 26.3	2 3.5	27 47.4	10 17.5	57 answered 54.8%
Column Totals	5 4.8	17 16.3	2 1.9	42 40.4	38 36.5	104 100%

Chi Square = 23.35 with 4 Degrees of Freedom

Significance is at the 0.01 level

Statement number 13 is statistically significant at the 0.01 level. The chi-square of 23.35 supports the hypothesis significantly. The percentage of teachers who agreed were 91.5% and 8.6% disagreed. Of the administrators, 31.0% disagreed and 64.9% agreed.

Teachers are aware that special programs such as physical education, art, music, library, special reading and mathematics are just as important for the whole child in the total curriculum as any other discipline.

Administrators differ, due to the fact that whenever the need arises for substitutes, special programs are cancelled. Article 27-1 of the 1979-80 agreement make this a violation of the contract.²⁸

¹Ibid, pp. 67-68.

STATEMENT 14

Teachers should be exempt from playground or lunchroom duty if non-teaching certificated personnel are available to provide supervision.

TABLE 14 FOR STATEMENT 14

Group	Strongly Disagree 1.	Disagree 2.	Uncertain 3.	Agree 4.	Strongly Agree 5.	Row Total
Teacher	1 2.2	2 4.3	3 6.5	17 37.0	23 50.3	46 answered 45.1%
Administrator	8 14.3	17 30.4	2 3.6	24 42.9	5 8.9	56 answered 54.9%
Column Totals	9 8.8	19 18.6	5 4.9	41 40.2	28 27.5	102 100%

Chi Square = 29.56 with 4 Degrees of Freedom

Significance is at the 0.01 level

The opinions of teachers and administrators differ significantly on this statement. Six and one-half percent of the teachers disagree while 51.8% of the administrators agree.

Teachers are of the opinion that a teaching certificate is not necessary for one to maintain orderly conditions while children eat and engage in unorganized play. Administrators are aware that non-teaching certificated employees do not have local parentis for such independent supervision.

STATEMENT 15

Teacher aides should be given loco-parentis in order to provide supervision on the playgrounds and in the lunchrooms.

TABLE 15 FOR STATEMENT 15

Group	Strongly Disagree 1.	Disagree 2.	Uncertain 3.	Agree 4.	Strongly Agree 5.	Row Total
Teacher	3 6.8	1 2.3	8 18.2	20 45.5	12 27.3	44 answered 43.6%
Administrator	6 10.5	11 19.3	4 7.0	30 52.6	6 10.5	57 answered 56.4%
Column Totals	9 8.9	12 11.9	12 11.9	50 49.5	18 17.8	101 100%

Chi Square = 13.21 with 4 Degrees of Freedom

Significance is at the 0.05 level

Although statement 15 is very closely related to statement 14, the differences of opinion for statement 14 were somewhat more divergent. For both, the difference is statistically significant but at different levels. To statement 14, 87.3% of the teachers agree; 51.8% of the administrators agree. The difference is significant at the 0.01 level. To statement 15, 72.8% of the teachers agree; 63.1% of the administrators agree, but the difference is enough to be statistically significant at the 0.05 level.

The results obtained by the survey for both statements help to prove the hypothesis.

STATEMENT 16

Maximum class size should be further reduced.

TABLE 16 FOR STATEMENT 16

Group	Strongly Disagree 1.	Disagree 2.	Uncertain 3.	Agree 4.	Strongly Agree 5.	Row Total
Teacher	0 0.0	3 6.4	7 14.9	12 25.5	25 53.2	47 answered 45.2%
Administrator	12 21.1	19 33.3	4 7.0	15 26.3	7 12.3	57 answered 54.8%
Column Totals	12 11.5	22 21.2	11 10.6	27 26.0	32 30.8	104 100%

Chi Square = 34.27 with 4 Degrees of Freedom

Significance is at the 0.01 level

The chi-square for this statement and table is the second largest of any computed in the survey indicating a wide divergence of the differences of opinion between the two groups. As respondents were asked to explain their opinions for this one, their comments clearly tell us why there is such a difference in opinion.

Seven teachers stated, in almost the same words, that teachers could more effectively attend the "individual differences" of students with smaller class sizes. Two teachers would rather have smaller classes than increase in salary. Most of the administrators did not comment, but those who did cited the fact that no survey has concluded that there is a direct correlation between class size and achievement and to further reduce class size is not economically feasible.

STATEMENT 17

More than two consecutive levels should be represented in classes for the Continuous Progress Program.

TABLE 17 FOR STATEMENT 17

Group	Strongly Disagree 1.	Disagree 2.	Uncertain 3.	Agree 4.	Strongly Agree 5.	Row Total
Teacher	20 45.5	10 22.7	6 13.6	4 9.1	4 9.1	44 answered 44.0%
Administrator	6 10.7	12 21.4	16 28.6	21 37.5	1 1.8	56 answered 56.0%
Column Totals	26 26.0	22 22.0	22 22.0	25 25.0	5 5.0	100 100%

Chi Square = 24.54 with 4 Degrees of Freedom

Significance is at the 0.01 level

This is another volatile issue in education on which there is a great deal of difference in opinion between the two groups. As shown by the table, the difference is statistically significant at the 0.01 level.

Teachers think that more than 2 consecutive levels in a classroom pose a hardship. The complexities of the diversified behavior patterns of the individual child and the need for individualized instruction in reading and mathematics and testing make it difficult to cope with more than 2 levels in one classroom.

Administrators think 3 levels can be handled. They are thinking in terms of lack of classroom space, staffing problems and costs.

This result helps to prove the hypothesis.

STATEMENT 18

Most teachers feel that the Criterion Referenced Tests results have some influence on their efficiency ratings.

TABLE 18 FOR STATEMENT 18

Group	Strongly Disagree 1.	Disagree 2.	Uncertain 3.	Agree 4.	Strongly Agree 5.	Row Total
Teacher	2 4.5	11 25.0	9 20.5	17 38.6	5 11.4	44 answered 44.4%
Administrator	1 1.8	9 16.4	19 34.5	22 40.0	4 7.3	55 answered 55.6%
Column Totals	3 3.0	20 20.2	28 28.3	39 39.4	9 9.1	99 100%

Chi Square = 3.68 with 4 Degrees of Freedom

Not statistically significant

The difference of opinion between the 2 groups on this statement is not enough to be statistically significant; therefore the hypothesis is disproven. It is a statement about which neither has strong feelings. Both groups feel, however, that said test results influence their efficiency ratings.

STATEMENT 19

The Board of Education should discontinue the associate principal position.

TABLE 19 FOR STATEMENT 19

Group	Strongly Disagree 1.	Disagree 2.	Uncertain 3.	Agree 4.	Strongly Agree 5.	Row Total
Teacher	6 12.8	11 23.4	18 38.3	7 14.9	5 10.6	47 answered 45.6%
Administrator	7 12.5	12 21.4	11 19.6	18 32.1	8 14.3	56 answered 54.4%
Column Totals	13 12.6	23 22.3	29 28.2	25 24.3	13 12.6	103 100%

Chi Square = 6.61 with 4 Degrees of Freedom

Not statistically significant

The 2 groups' opinion don't differ enough to be statistically significant on this one.

Surprisingly, both groups agree that the associate principal position should be retained.

Ambivalence is shown in this obtained result, however, probably because of the large uncertain factor — 18 teachers uncertain, 11 administrators uncertain. There appears to be more of a difference in opinion here than the chi-square indicates.

STATEMENT 20

The Board of Education should discontinue the assistant principal position.

TABLE 20 FOR STATEMENT 20

Group	Strongly Disagree 1.	Disagree 2.	Uncertain 3.	Agree 4.	Strongly Agree 5.	Row Total
Teacher	26 55.3	14 29.8	3 6.4	3 6.4	1 2.1	47 answered 46.1%
Administrator	39 70.9	15 27.3	0 0.0	1 1.8	0 0.0	55 answered 53.9%
Column Totals	65 65.7	29 28.4	3 2.9	4 3.9	1 1.0	102 100%

Chi Square = 7.05 with 4 Degrees of Freedom

Not statistically significant

This statement is closely related to statements 19 and 21, therefore the results are closely related and reinforce each other. There is not much ambivalence shown here. To this statement, 85.1% of the teachers disagree and 98.2% of the administrators disagree. Both groups feel comfortable with the assistant principals possibly because of the selection process and because their services are needed so much.

STATEMENT 21

The Board should maintain assistant principals and associate principals
because neither position negates the authority of the principal.

TABLE 21 FOR STATEMENT 21

Group	Strongly Disagree 1.	Disagree 2.	Uncertain 3.	Agree 4.	Strongly Agree 5.	Row Total
Teacher	3 6.7	8 17.8	4 8.9	20 44.4	10 22.2	45 answered 45.9%
Administrator	3 5.7	10 18.9	8 15.1	22 41.5	10 18.9	53 answered 54.1%
Column Totals	6 6.1	18 18.4	12 12.2	42 42.9	20 20.4	98 100%

Chi Square = 1.00 with 4 Degrees of Freedom

Not statistically significant

The chi-square computed for this statement is the smallest computed for any in the survey. The difference in opinion between the 2 groups on this one is almost non-existent. The close relationship to statements 19 and 20 has already been noted.

STATEMENT 22

Chairmen of most high school departments are now appointed by the principal;
they should be elected by the teachers in each department by secret ballot.

TABLE 22 FOR STATEMENT 22

Group	Strongly Disagree 1.	Disagree 2.	Uncertain 3.	Agree 4.	Strongly Agree 5.	Row Total
Teacher	8 17.4	5 10.9	9 19.6	13 28.3	11 23.9	46 answered 44.7%
Administrator	22 38.6	17 29.8	6 10.5	10 17.5	2 3.5	57 answered 55.3%
Column Totals	30 29.1	22 21.4	15 14.6	23 22.3	13 12.6	103 100%

Chi Square = 19.35 with 4 Degrees of Freedom

Significance is at the 0.01 level

The 2 groups disagree on statement 22. The difference of opinion between them is statistically significant at the 0.01 level.

It is only natural that teachers want to elect the chairmen of their departments. It is just as natural that administrators are reluctant to relinquish any administrative prerogatives and therefore prefer to continue to appoint their chairmen.

The obtained result to statement 22 helps to prove the hypothesis.

STATEMENT 23

In order to meet specific needs of pupils in schools with low achievement levels, two hundred discretionary teachers are now assigned to schools with the lowest per pupil staffing and the lowest achievement levels; this number should be increased.

TABLE 23 FOR STATEMENT 23

Group	Strongly Disagree 1.	Disagree 2.	Uncertain 3.	Agree 4.	Strongly Agree 5.	Row Total
Teacher	0 0.0	3 6.4	5 10.6	18 38.3	21 44.7	47 answered 45.2%
Administrator	3 5.3	8 14.0	6 10.5	27 47.4	13 22.8	57 answered 54.8%
Column Totals	3 2.9	11 10.6	11 10.6	45 43.3	34 32.7	104 100%

Chi Square = 8.16 with 4 Degrees of Freedom

Not statistically significant

Both teachers and administrators agree that more than 200 discretionary teachers are needed in schools with low achievement levels, but from their comments, (which were not invited on this statement) for different reasons.

Teachers feel that more discretionary teachers (reading and math teachers) are needed because they provide a vital need for low achievement students in these subjects. Administrators would like to utilize their services for many purposes.

The 1979-80 contract provides for 200 discretionary teachers to be assigned to schools with the lowest per pupil staffing and the lowest achievement levels.

STATEMENT 24

In schools where discipline is a greater than normal problem, the board should provide additional staffing and detention rooms.

TABLE 24 FOR STATEMENT 24

Group	Strongly Disagree 1.	Disagree 2.	Uncertain 3.	Agree 4.	Strongly Agree 5.	Row Total
Teacher	2 4.3	2 4.3	5 10.6	14 29.8	24 51.1	47 answered 46.1%
Administrator	1 1.8	8 14.5	9 16.4	24 43.6	13 23.6	55 answered 53.9%
Column Totals	3 2.9	10 9.8	14 13.7	38 37.3	37 36.3	102 100%

Chi Square = 10.41 with 4 Degrees of Freedom

Significance is at the 0.05 level

Surprisingly, the opinions of the 2 groups differ enough for the difference to be significant at the 0.05 level for this statement 24.

This demand was not successful at the bargaining table, but Article 30 - Discipline 30-2, has been improved and reads, "A total of three written referrals from all of a pupils' classroom teachers can be the basis for a conference with the student, his parents, and the teachers involved, if the pupil is causing serious disruption in the classrooms".²⁹

¹ Agreement Between the Board of Education of the City of Chicago and the Chicago Teachers Union, September 1976, p. 76.

STATEMENT 25

If there were no Chicago Teachers Union, the Board of Education
would still act in the best interest of teachers.

TABLE 25 FOR STATEMENT 25

Group	Strongly Disagree 1.	Disagree 2.	Uncertain 3.	Agree 4.	Strongly Agree 5.	Row Total
Teacher	34 75.6	4 8.9	5 11.1	2 4.4	0 0.0	45 answered 45.0%
Administrator	10 18.2	18 32.7	18 32.7	8 14.5	1 1.8	55 answered 55.0%
Column Totals	44 44.0	22 22.0	23 23.0	10 10.0	1 1.0	100 100%

Chi Square = 33.28 with 4 Degrees of Freedom

Significance is at the 0.01 level

The 2 groups differ enough on this statement for the difference to be significant at the 0.01 level, thereby helping to prove the hypothesis.

The respondents were asked to explain their opinions.

Teachers were unanimous in their opinions that without the Chicago Teachers Union and the process of collective bargaining, their causes would go unheard at the Chicago Board of Education. Almost all of them commented, "no way". The 1980 report on field services provided by the Chicago Teachers Union help substantiate the teachers' disagreement. In the area of grievances, "June 1, 1979 to May 31, 1980, the Field Service Department processed 2,427 grievances. The number of grievances processed has substantially increased from the 1,641 reported last June"³⁰ (June 1979).

Thirty-two of the 55 administrators who responded did not write comments. One who did comment said the Board should act in the best interest of the child.

¹Chicago Union Teacher, June 1980, No. 10, Don Turner, p. 7.

CHAPTER V

SUMMARY

The study of the opinions of administrators and teachers on the process of collective bargaining and the 1979-80 negotiated contract between the Chicago Teachers Union and the Chicago Board of Education was undertaken to determine if there are attitudinal differences between the two groups.

An opinionaire, constructed by the researcher and designed to elicit objective and factual responses, was used as the survey instrument. The statements chosen for the opinionaire were chosen for their general nature and because they contain items about which there is great concern among teachers and administrators: class size, agency shop, health insurance coverage, working conditions, work loads and administrative prerogatives.

The opinionaire was field tested and mailed to 162 respondents chosen at random from the Chicago Public School districts. The data were compiled, a statistical analysis was made and the result is shown on tables in Chapter IV, Findings.

In evaluating the results, the researcher found that there are differences of opinions between teachers and administrators relative to the 1979-80 negotiated contract and the process of collective bargaining. These differences are reflected in their responses to 15 of the 25 statements on the opinionaire. On these 15 statements, the differences are statistically significant at the 0.01 and 0.05 levels. On

the other 10 statements, their differences are not statistically significant.

Administrators differed significantly with teachers on those statements which seemed to imply encroachment of administrative prerogatives such as: increasing sick leave of absences from 5 to 10 months for teachers; requiring or requesting teachers who are present on any given day to give up preparation periods to substitute for absent teachers; requesting teachers in special programs such as art, music, physical education, special reading and math to give up their classes to substitute for absent teachers; and utilizing or not utilizing teacher aides and CETA workers for lunchroom and playground supervision.

When it seemed an encroachment of administrative rights, administrators differed significantly with teachers on those statements which indirectly benefit them such as: allowing union delegates time during the working day to implement the negotiated contract; reducing maximum class size; keeping consecutive levels represented in classes for the Continuous Progress Program to a maximum of two; and having detention rooms and additional staff provided in those schools where discipline is a greater than normal problem.

Administrators agreed, or did not significantly differ, with teachers on those statements which mutually benefit each group such as, expanded dental health insurance and increasing discretionary teachers in low achievement schools.

Administrators generally perceive the 1979-80 negotiated contract as favoring teachers at the expense of administrative prerogatives. Teachers generally think said contract does not meet their individual needs.

CONCLUSIONS

As noted before in this study, administrators' and teachers' opinions on the process of collective bargaining and the 1979-80 negotiated agreement between the Chicago Teachers Union and the Chicago Board of Education differ significantly. However, what is so significant in this statistically significant difference is that it only occurred in responses to 15 of the 25 statements. And, some of those differences reflected were due to personal experiences and economic considerations, which conclusion is obvious when the comments to statements 16 and 25 are evaluated.

The administrators who disagreed with and made comments on statement 16, "Maximum class size should be further reduced", made comments which revealed that they did so because of economic considerations (too costly) and personal experiences.

The teachers, who overwhelmingly disagreed to statement 16, "If there were no Chicago Teachers Union, the Board of Education would still act in the best interest of teachers", cited grievances they won with CTU help in their comments.

After nearly two decades of experience with collective bargaining, many teachers and administrators are still quite ambivalent about it. Some ambivalence was shown in the responses to certain statements on the survey instrument.

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¹Phi Delta Kappan "Uncertainty About Teacher Collective Bargaining", Vol. 60, No. 6 (February 1979) Editors page.

RECOMMENDATIONS

The researcher recommends that teachers and administrators learn the articles of agreement which are the 1979-80 negotiated contract between the Chicago Teachers Union and the Board of Education. This contract is a legal document and must be respected by all. Some of the comments to "explain" statements and comments on statements where none were solicited indicate unfamiliarity with the contract.

It is suggested to teachers that they elect the "school delegate" with the utmost care. This delegate has to articulate the needs of his membership with the union, administrators, community organizations, politicians and anyone that can satisfy those needs.

The researcher recommends that teachers, administrators and members of both negotiating teams learn to be flexible and keep in mind that the ultimate aim in the educational system is to "educate" the students.

The researcher recommends that all involved in compiling items to be included in future agreements note the responses of the respondents in this survey.

Finally, the researcher recommends further research on the opinions of teachers, career service employees and administrators relative to the process of collective bargaining.

Most conflict between teachers and administrators does not involve basic differences in values. The ultimate ends for which both groups strive are generally quite similar, but each group has different as well as common areas of concern. They may disagree with each other on many matters, and their right to do so must be protected regardless of position in the school system. But differences among those who deal with schools should not interfere with the basic dedication of all to the welfare of the students. That common dedication is the only reliable foundation for resolving disagreements without disrupting the effective operation of the schools. Where a co-operative spirit does not exist, it should be urgently sought.

Disagreements between teachers and administrators point up more similarities than differences. The goals of both are similar: professional salaries; smaller classes; reduced clerical chores; better educational opportunities for all; a voice in formation of policies. Differences revolve around timetables, and, in some cases, method. The ends are the same. It is therefore most important that administrators and teachers work together. How is this to be done? There are no pat answers, but there are definite guidelines, the basis of which is mutual acceptance and respect.

Those who insist that teachers have no role in policy formulation are anachronisms. This is not to say that administrators are to relinquish their duties and the authority that goes with them. But administrators must make teachers full partners in the operation of the schools. Teachers must develop the awareness required in order to warrant that recognition, professionalism, if you please. Merely being a union member is not enough qualification. Teachers must show a true concern for the educational

process, which includes a knowledge of pupils, the community, methodology, current thinking and the problems of the school.³² Collective bargaining is now placing administrators and teachers on an equal footing in policy making and evaluation.

School principals have inherited the responsibility to make the contract work at the school site. The inevitability of collective bargaining implies that principals can best do their jobs by accepting the contract, working with teachers to adopt it to the school, and employing it as a mechanism for better management and teacher participation.³³ Both teachers and administrators gain from the 1979-80 contract and from the collective process. Why not make it work?

The current issues in public education in Chicago are unique. The complexities of this 1.5 billion dollar system are overwhelming; the problems are incomprehensible. It will take many people in many organizations, working long hours, to solve these educational problems, internal and external of the schools.

¹ Seymour Siegel, *Changing Education, A Journal of the A.F.T.*, Readers Forum, Summer, 1966, pp. 52-3.

² Lorraine McDonnell, Anthony Pascal, *Organized Teacher In American Schools*. R-2407-NIE, Rand McNally, February 1979, pp. 11-12-83.

APPENDIXES

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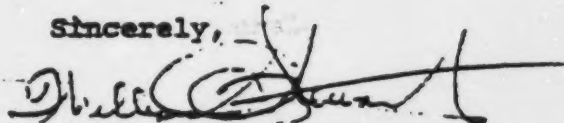
APPENDIX B

May 26, 1979

Dear Principal:

I would be very grateful if you will complete one of the enclosed opinionnaires and give the other two opinionnaires to any teachers of your choice on your faculty.

Sincerely,

A handwritten signature in dark ink, appearing to read "William O. Stewart", with a long horizontal flourish extending to the right.

William O. Stewart

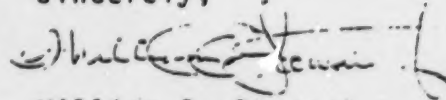
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May 26, 1979

Dear Principal:

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A handwritten signature in dark ink, appearing to read "William O. Stewart", with a stylized flourish at the end.

William O. Stewart

WOS:pa

BOARD OF EDUCATION
City of Chicago

UALE WILLIAMS
Principal
WILLIAM O. STEWART
Assistant Principal

JOHN FARRIN ELEMENTARY SCHOOL
5055 SOUTH STATE STREET
CHICAGO, ILLINOIS 60609

GERALDINE S. ADAIR
Assistant Principal
FAYE E. GRAY
Head Teacher, Branch

May 26, 1979

Dear Respondent:

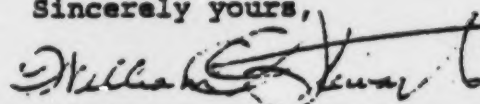
A study is being made of some of the contract demands for the 1979-80 agreement between the Union and the Board of Education in the Chicago area.

The limitations of this study necessitate the cooperation of teachers and administrators who are employed by the Chicago Board of Education and are familiar with the contractual agreement that will expire on August 31, 1979.

Your prompt response will be greatly appreciated. The information received will be treated professionally and the findings compiled so that they may be proven beneficial to education. After the study is concluded, it will be my pleasure to share with you my findings. Please indicate at the bottom of the opinionnaire if you would like a copy of the findings.

I can never thank you enough for your immediate cooperation, interest and assistance.

Sincerely yours,


William O. Stewart

May 26, 1979

Opinionnaire - Survey Instrument

To the Respondent:

The statements to which you are about to respond are in connection with a dissertation on collective bargaining and negotiations in the Chicago Public Schools. The statements are designed to discover the effects of the negotiated agreement on educators. It should be emphasized that no one but the investigator will have access to your responses, so please be as candid as possible.

Section I deals with background information which will be used for classification purposes only.

Section II is concerned with your opinions regarding statements which are a result of experiences of employment under a collective bargaining agreement with the Board of Education of the City of Chicago and the Chicago Teachers Union.

Opinionaire - Survey Instrument

Section I

Please indicate by checking the appropriate boxes, which of the following descriptive items apply to you.

	Yes	No
1. Superintendent	☐	☐
2. Principal	☐	☐
a. Elementary	☐	☐
b. Secondary	☐	☐
3. Teacher	☐	☐
a. Elementary	☐	☐
b. Secondary	☐	☐
4. Male	☐	☐
5. Female	☐	☐

OPINIONAIRE
SURVEY INSTRUMENT
SECTION II

Directions:

Please designate your response to the following statements by checking the appropriately labeled box after each statement.

SA - Strongly Agree A - Agree U - Undecided
D - Disagree SD - Strongly Disagree

1. Employees who are not members of the Chicago Teachers Union but are covered by the agreement as a condition of employment, should have to pay the union, each month, a service charge as a contribution toward the cost of administration of the agreement and the representation of such employees.

SA A U D SD
☐ ☐ ☐ ☐ ☐

2. Such monthly services should be equivalent to the amounts paid as union dues by those employees who become and remain members of the union.

SA A U D SD
☐ ☐ ☐ ☐ ☐

3. Teachers generally feel that the union could do more for them than it does.

SA A U D SD
☐ ☐ ☐ ☐ ☐

Explain: _____

4. The Board should expand its health insurance coverage to include dental insurance for all members of covered employees' family.

SA A U D SD
☐ ☐ ☐ ☐ ☐

5. Teachers should be allowed a ten month leave of absence for extended illness instead of the present five months.

SA A U D SD
☐ ☐ ☐ ☐ ☐

6. The principal and the chairman of the Professional Problems Committee should exchange available and pertinent information concerning the operation of the school at the request of either party.

SA A U D SD
☐ ☐ ☐ ☐ ☐

7. Union delegates should be programmed for time during the school day for implementation of the contract and to deal with professional problems brought to his or her attention by bargaining unit members in his or her school.

SA A U D SD
□ □ □ □ □

8. These periods should be in addition to the delegate's regularly assigned professional preparation periods of 40 minutes duration.

SA A U D SD
□ □ □ □ □

9. Five preparation periods for self-directed professional activities, including conferences and the preparation of class work, should adequately meet professional needs.

SA A U D SD
□ □ □ □ □

10. Whenever a teacher's preparation period is cancelled and no future date is scheduled, the teacher should be compensated at his hourly rate for each lost preparation period.

SA A U D SD
□ □ □ □ □

11. Teachers should be requested to take the classes of absent teachers during their conference and preparation period.

SA A U D SD
□ □ □ □ □

12. Teacher aides, school clerks, CETA, or other non-teaching staff should be used for substitute service.

SA A U D SD
☐ ☐ ☐ ☐ ☐

13. Special programs such as library, physical education, art, music, special reading or math should not be cancelled in order for the teachers to perform substitute service.

SA A U D SD
☐ ☐ ☐ ☐ ☐

14. Teachers should be exempt from playground or lunchroom duty if non-teaching certificated personnel are available to provide supervision.

SA A U D SD
☐ ☐ ☐ ☐ ☐

15. Teacher aides should be given loco-parentis in order to provide supervision on the playgrounds and in the lunchrooms.

SA A U D SD
☐ ☐ ☐ ☐ ☐

16. Maximum class size should be further reduced.

SA A U D SD
☐ ☐ ☐ ☐ ☐

Explain: _____

17. More than two consecutive levels should be represented in classes for the Continuous Progress Program.

SA A U D SD
☐ ☐ ☐ ☐ ☐

18. Most teachers feel that the Criterion Referenced Tests results have some influence on their efficiency ratings.

SA A U D SD
☐ ☐ ☐ ☐ ☐

19. The Board of Education should discontinue the associate principals position.

SA A U D SD
☐ ☐ ☐ ☐ ☐

20. The Board of Education should discontinue the assistant principals position.

SA A U D SD
☐ ☐ ☐ ☐ ☐

21. The Board should maintain assistant principals and associate principals because neither position negates the authority of the principal.

SA A U D SD
☐ ☐ ☐ ☐ ☐

22. Chairmen of most high school departments are now appointed by the principal; they should be elected by the teachers in each department by secret ballot.

SA A U D SD
☐ ☐ ☐ ☐ ☐

23. In order to meet specific needs of pupils in schools with low achievement levels, two hundred discretionary teachers are now assigned to schools with the lowest per pupil staffing and the lowest achievement levels; this number should be increased.

SA A U D SD
☐ ☐ ☐ ☐ ☐

24. In schools where discipline is a greater than normal problem, the board should provide additional staffing and detention rooms.

SA A U D SD
☐ ☐ ☐ ☐ ☐

25. If there were no Chicago Teachers Union, the Board of Education would still act in the best interest of teachers.

SA A U D SD
☐ ☐ ☐ ☐ ☐

Explain: _____

CHICAGO ELEMENTARY SCHOOLS
SELECTED AT RANDOM FOR STUDY

Attucks, Crispus	Marsh, John L.
Calhoun, John (North)	Nightingale, Florence
Corkery, Daniel J.	O'Toole, Luke
Disney, Walt (Magnet)	Peabody, Elizabeth P.
Dulles, John Foster	Pirie, John T.
Farren, John	Rogers, Philip
Fuller, Melville W.	Ryder, William H.
Gershwin, George	Sauganash
Herbert, Victor	Scammon, Johnathan Y.
Hess, Julius H.	Sherwood, Jesse
Joplin, Scott	Smyser, Washington D.
Kohn, Alfred D.	Waters, Thomas J.
Lincoln, Abraham	Whistler, John
Lowell, James Russell	

CHICAGO HIGH SCHOOLS
SELECTED AT RANDOM FOR STUDY

Austin High School	Kennedy, John F.
Bogan, William J.	King, Martin Luther Jr.
Bowen, James H.	Lane, Albert G.
Calumet High School	Manley, Hugh
Clemente, Roberto	Metropolitan High School
Crane, Richard T.	Orr, Rezin
DuSable, Jean Baptiste Point	Phillips, Wendell
Englewood High School	Richards, Ellen H.
Farragut, David G.	Senn, Nicholas
Fender, Christian	South Shore High School
Foreman, Edwin G.	Sullivan, William K.
Harlan, John M.	Taft, William Howard
Harrison, Carter H.	
Hyde Park Career Academy	
Julian, Percy L.	

APPENDIX C

CHICAGO TEACHERS UNION ACCOMPLISHMENTS

The Chicago Teachers Union has brought about these accomplishments from its first negotiated contract 1966 - 1980.

1. One of the top salary schedules in the nation, minimum \$13,770.
2. Shortened school year to 39 weeks with no loss in pay.
3. Reduced maximum class size in all schools and all subjects according to an understandable and implementable formula.
4. Hospitalization insurance with full family coverage paid for by the Board of Education and major medical benefits to \$40,000.
5. HAP, Health Assistance Plan for health care maintenance and illness prevention completely paid for by the Board of Education, covering the bargaining unit member's entire family.
6. Individual dental coverage.
7. Payment for half of all accumulate sick days upon retirement at age 65 or after 35 years of service.
8. \$2,500 term life insurance plus 1/2 of accumulate sick days after reaching a minimum of 40.
9. Paid vacations (two weeks).
10. Personal business days (three).
11. Duty-free professional preparation periods for all teachers.
12. Teacher aides employed in elementary and high schools to relieve teachers of non-teaching chores.

13. All teacher aides, including ESEA aides, added to CTU bargaining unit and represented by the Union in grievances, negotiations and all other pertinent matters.
14. Strengthened rights of teachers and other bargaining unit members by negotiating contract clauses that:
 - A. Prevent placement of derogatory statements in files
 - B. Prevent use of derogatory statements in formal action by board without giving prior notice to bargaining unit member
 - C. Provide for Union representation at Board conferences where "formal action could be adverse"
 - D. Provide for Union representation at conferences with a parent represented by a community organization
 - E. Improve efficiency rating procedures
15. Payroll deduction for Union Teachers Credit Union Savings.
16. Secured emergency supply funds for classroom teachers.
17. Improved supply procedures to prevent loss of budgeted funds when supplies are not delivered, and to provide carryover of supply funds to the following year.
18. Improved communications with the members by:
 - A. Newsletter
 - B. Area and District Meetings
 - C. Hot Line
 - D. Delegates Roundtable
19. Improved communications with the public by:
 - A. Active participation and representation at parents' organizations, community groups, civic organizations
 - B. Increased use of the communications media to tell the CTU story including presidents radio program and newspaper column
 - C. Participation in programs to improve civil rights, women's rights and human relations

20. Increased legislative effectiveness through the addition of a full-time legislative director to expedite the Union's legislative program at the state and national level and more intensive participation by members in action programs and personal lobbying trips.
21. Established standing committees for political action and women's rights and welfare.
22. Established joint Board-Union committees to study special education and bilingual/bicultural programs.
23. Increased pay for extra-curricular activities and increased funding for various extra-curricular programs.
24. Grievance procedure with binding arbitration that has served as a model for other teacher union contracts throughout the country.
25. Development and implementation of ERA program (Early Remediation Approach for socially maladjusted children).
26. Development and implementation of READ program to improve education for inner city school children.
27. Improved funeral leave provisions.
28. EMH and TMH summer schools.
29. Increased investigation of the Board of Education's fiscal procedures and activities through the addition of a Director of Research.

30. Active role in alleviating over-crowded conditions.
31. Established seniority rights for FTBs.
32. Established cadre of substitute teachers.
33. Established discretionary teacher positions.
34. Appointment of at least 1000 certified teachers from eligibility lists.
35. Strict enforcement of the contract.³⁴

¹United Progressive Caucus Platform Report, Chicago Teachers Union, 1980, pp. 3-5.

EXECUTIVE COMMITTEE OF THE CHICAGO
TEACHERS UNION

1980 - 81

Robert M. Healey	President
Jacqueline B. Vaughn	Vice-President
Rochelle D. Hart	Recording Secretary
Alice M. Weatherwax	Financial Secretary
Glendis Hambrick	Treasurer
William O. Stewart	Chairman of Trustees

PRESIDENTS OF THE CHICAGO TEACHERS UNION

1937 - 1980

John M. Fewkes	1937 - 1941
Ira S. Turley	1941 - 1945
Arthur W. Walz	1945 - 1947
John M. Fewkes	1947 - 1966
John E. Desmond	1966 - 1972
Robert M. Healey	1972 - Present

INTERNATIONAL LABOR LEADERS OF
AFL - CIO FROM 1886 - 1980

Samuel Gompers	1886 - 1924
William Green	1924 - 1952
Phillip Murray	1940 - 1952
Walter Reuther	1952 - 1955
George Meany	1952 - 1955 (AFL) 1955 - 1979 (AFL - CIO)
Lane Kirkland	1980

BOARD OF EDUCATION MEMBERS 1979-80

CITY OF CHICAGO

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Mrs. Carey B. Preston, Vice-President

Dr. Edgar G. Epps

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Mrs. William L. Rohrer

Patricia M. O'Hern

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Dr. Herbert E. Johnson

Henry W. McGee

Ms. Carmen Velasquez

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Dr. Kenneth B. Smith, President

* Vice-President

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Mr. John D. Foster

Ms. Joyce A. Hughes

Mrs. Martha J. Jantha

Dr. Wilfred Reid

Dr. Luis Salces

Mr. Michael W. Scott

* At this date, a vice-president has not been elected.

BOARD OF EDUCATION

City of Chicago

UALE WILLIAMS
Principal
WILLIAM O. STEWART
Assistant Principal

JOHN FARREN ELEMENTARY SCHOOL
5055 SOUTH STATE STREET
CHICAGO, ILLINOIS 60609

GERALDINE S. ADAIR
Assistant Principal
FAYE E. GRAY
Head Teacher, Branch

May 6, 1979

Dear Union Officers:

A study of the opinions of educators in the Chicago Public School system on the negotiated contract between Chicago Teachers Union and the Chicago Board of Education is being made in connection with the completion of a dissertation.

The statements on the enclosed opinionaire are designed to discover if the opinions of the various categories of educators differ, and if so, to what degree. Since you are an expert in this area, any recommendation of change or modification will be appreciated. No one but this investigator will have access to your responses, so please be candid. The data will be treated professionally and the findings, which may prove beneficial to education, will be compiled and evaluated. When the study is concluded, it will be my pleasure to share with you my findings, if you so indicate your desire to receive a copy at the bottom of the opinionaire.

I can never thank you enough for your immediate cooperation, interest and assistance.

Sincerely,



William O. Stewart
John Farren School

WOS:dja

BOARD OF EDUCATION
City of Chicago

UALE WILLIAMS
Principal
WILLIAM O. STEWART
Assistant Principal

JOHN FARREN ELEMENTARY SCHOOL
5055 SOUTH STATE STREET
CHICAGO, ILLINOIS 60609

GERALDINE S. ADAIR
Assistant Principal
FAYE E. GRAY
Head Teacher, Branch

May 14, 1979

Dear Board Member:

A study of the opinions of educators in the Chicago Public School system on the negotiated contract between Chicago Teachers Union and the Chicago Board of Education is being made in connection with the completion of a dissertation.

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I can never thank you enough for your immediate cooperation, interest and assistance.

Sincerely,



William O. Stewart
John Farren School

May 26, 1979

Dear Respondent:

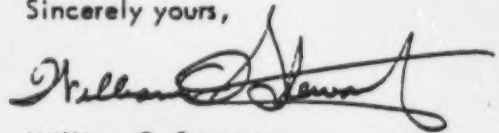
A study is being made of some of the contract demands for the 1979-80 agreement between the Union and the Board of Education in the Chicago area.

The limitations of this study necessitate the cooperation of teachers and administrators who are employed by the Chicago Board of Education and are familiar with the contractual agreement that will expire on August 31, 1979.

Your prompt response will be greatly appreciated. The information received will be treated professionally and the findings compiled so that they may be proven beneficial to education. After the study is concluded, it will be my pleasure to share with you my findings. Please indicate at the bottom of the opinionaire if you would like a copy of the findings.

I can never thank you enough for your immediate cooperation, interest and assistance.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "William O. Stewart", with a stylized, flowing script.

William O. Stewart

WOS:dja

BOARD OF EDUCATION

CITY OF CHICAGO

228 NORTH LASALLE STREET
CHICAGO, ILLINOIS 60601

JOSEPH P. HANNON
GENERAL SUPERINTENDENT OF SCHOOLS

DEPARTMENT OF ADMINISTRATION

TELEPHONE 641-3880

June 11, 1979

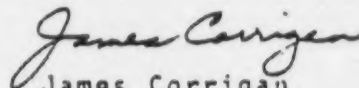
Dear Mr. Stewart:

This is in response to your inquiry concerning permission to conduct a "Special Project" in the Chicago public schools.

Attached is a copy of the application form, including guidelines and procedures, for officially requesting approval for such a study in our schools. If you will review the guidelines and then complete and return the application form as required, we shall be pleased to review your request in detail.

We appreciate your interest in our schools and we hope this procedure will be helpful.

Cordially



James Corrigan
Director
Department of Administration

JC:j

Enc.

Mr. Willie J. Stewart
219 E. 45th Street
Chicago, Illinois 60653

BOARD OF EDUCATION

CITY OF CHICAGO

220 NORTH LASALLE STREET

CHICAGO, ILLINOIS 60601

TELEPHONE (312) 641-4141

JOSEPH P. HANNON

GENERAL SUPERINTENDENT OF SCHOOLS

GUY D. BRUNETTI
ASSISTANT SUPERINTENDENT
DEPARTMENT OF EMPLOYEE RELATIONS
TELEPHONE (312) 641-3915

June 20, 1979

Mr. William O. Stewart
219 East 45th Street
Chicago, Illinois 60653

Dear Mr. Stewart:

A copy of your correspondence as well as the attached opinionnaire concerning a study which you are making of certain agreement demands submitted by the Chicago Teachers Union for the current negotiations has been referred to this office by Dr. Joseph P. Hannon, General Superintendent of Schools.

In accordance with established policy, all studies of this nature must receive approval in advance before such materials can be disseminated. Accordingly, it is recommended that you submit a request for such approval to Dr. Bessie F. Lawrence, Deputy Superintendent - Field Services.

Best personal regards.

Sincerely,

Guy D. Brunetti

GDB:mab

cc: Dr. Joseph P. Hannon

William O. Stewart
219 E. 45th Street
Chicago, Illinois 60653

August 30, 1979

Dr. Bessie F. Lawrence
Deputy Superintendent of Chicago Public Schools
228 North LaSalle Street
Chicago, Illinois 60601

Dear Dr. Lawrence:

Enclosed is a copy of my opinionaire, completion of which is a final requirement for my doctoral dissertation. It will necessitate responses from a random selection of 27 superintendents, 27 secondary principals, 27 elementary principals, 54 elementary teachers, and 27 secondary teachers.

Your approval for me to complete this "Special Project" in the Chicago public schools will be greatly appreciated. The respondents names and information shall be held in strict confidence.

Sincerely,



William O. Stewart
Teacher
John Farren Elementary School

WOS.

Encl.

BOARD OF EDUCATION
CITY OF CHICAGO

228 NORTH LASALLE STREET
CHICAGO, ILLINOIS 60601

TELEPHONE 641-4141

JOSEPH P. HANNON
GENERAL SUPERINTENDENT OF SCHOOLS

BESSIE F. LAWRENCE
DEPUTY SUPERINTENDENT
FIELD SERVICES
TELEPHONE 641-7340

September 5, 1979

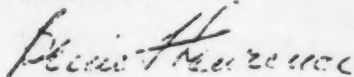
Mr. William O. Stewart
219 East 45th Street
Chicago, Illinois 60653

Dear Mr. Stewart:

This is in response to your request to contact members of the Board of Education staff in order to question them for the special project you are interested in doing for your doctoral dissertation.

Such matters, in accordance with established policy, must receive approval from the Projects Committee in advance before materials can be disseminated. Therefore, I have requested Dr. George R. Ricks to send you the proper forms for your completion. Shortly after these are received in his office, he will inform you of the Committee's recommendations.

Sincerely,



Deputy Superintendent
Field Services

BFL:rm

SUMMARY INFORMATION

- 134 -

Project Title A Study of the Opinions of Educators in the Chicago Public School
System on the Negotiated Contract Between Chicago Teachers Union and the
Chicago Board of Education .

Purpose The study is being made in connection with the completion of a
dissertation.

Time TOTAL _____ START _____ END _____

Sponsor University of Sarasota.
UNIVERSITY, ORGANIZATION, AGENCY, ETC.

Approval Dr. Anthony Torres and Dr. William Gorman.
INSTRUCTOR, CHAIRMAN, SUPERVISOR, DIRECTOR, AUTHORIZATION

Funding No outside funding.
GRANT, AWARD, FOUNDATION, ETC.

PROCEDURES: (Explain in detail the procedures to be used — if necessary attach additional copy)

See copy of the opinionnaire with instructions attached.

Location: (Schools, Offices, etc. — if necessary attach listing)

See Attached.

Instruments: (Specify and attach sample)

See Attached.

QUESTIONNAIRE

TESTS

INTERVIEW

OTHER

IDENTIFICATION

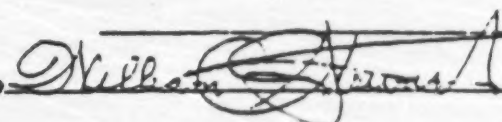
Name William O. Stewart

Present Position Teacher, John Farren Elementary School

Reason for Study Requirement for completion of dissertation

Home Address 219 E. 45th St., Chicago, Ill. 60653 Home Phone OA 4-9138

Business Address 5055 S. State St., Chicago, Ill. 60609 Bus. Phone 624-5680

Signature  Date June 13, 1979

Researcher never received approval to conduct the survey.

RESUME'

WILLIAM O. STEWART

PERSONAL: Born: February 8, 1925, Chicago, Illinois
Address: 219 East 45th Street
Phone: 939-2499 - OA 4-5680

MARRIED: Corinne Lucas Stewart

RELIGION: Methodist

EDUCATION: Graduated from: Forrestville Elementary; DuSable High School;
Tennessee State University, Bachelor of Science, Physical
Education; DePaul University, Master of Education, Admini-
stration and Supervision. Certificate, University of Illinois,
Champaign, Collective Bargaining and Negotiating.

OCCUPATION: Assistant Principal, John Farren Elementary School
Staff Coordinator, Illinois Federation of Teachers (Part-time)

POLITICAL
EXPERIENCE: Committeeman, First Congressional District, Illinois
Republican State Central Committee
Committeeman, Third Ward, Regular Republican Organization
Former member, Board of Advisory, Small Business Association
Precinct Captain, 26th Precinct, 3rd Ward Regular Republican
Organization - 1952 to present
Regional Director, Citizens for Percy for Governor, 1964
Former President, 3rd Ward Regular Republican Organization
Former President, 3rd Ward Young Republican Organization
Former Secretary, Illinois Young Republican (First Black)
Former Vice President, Illinois Young Republican Organization
Former Vice President, Cook County Young Republican Organization
Member, National Black Republican Council
Former member, Illinois Special Events Commission
(Governor Ogilvie)
Member of the Illinois Electoral College 1976 (Republican)
Member of the Illinois Electoral College 1980 (Republican)
Chairman, Credentials Committee of the 1980 Republican
State Convention

**LABOR
EXPERIENCE:**

Chairman of Trustees, Chicago Teachers Union
(28,000 membership)
Chairman, Budget Committee
Member of the Executive Committee
Member, Executive Board - Chicago Teachers Union
Member, House of Representatives - Chicago Teachers Union
Member of Illinois Organizers Union
Member of Chicago Newspaper Guild, #71 AFL-CIO
Strike Coordinator (School District #13) (Political Action
Committee)
Regular Delegate, Chicago Federation of Labor and Industrial
Union Council (AFL-CIO)
Regular Delegate, Illinois Federation of Labor
Regular Delegate, Illinois Federation of Teachers
Regular Delegate, American Federation of Teachers
Former Vice-President, Chicago Teachers Union
Former Supervisor, Chicago Teachers Union
Former School Delegate, Chicago Teachers Union
Former Treasurer, District #13, Educational Advisory School
Council Board of Education

**CIVIC AND
COMMUNITY
ENDEAVORS:**

Member, Mid-South, Legal Advisory Council
Member, NAACP
Member, National Alliance of Black School Educators
Member, Chicago Welfare Rights Organization
Member, Field Museum of Natural History
Member, American Association of Physical Education and Recreation
Member, DePaul University Alumni Association
Member, DuSable High School Alumni Council
Member, John Farren Parent-Teacher Association
Member, Board of Directors, Daniel Hale Williams Health Foundation
Member, Board of Directors, Beatrice Caffrey Youth Service, Inc.
Member, City Club of Chicago
Life member, Kappa Alpha Psi Fraternity
Life member, Jaycees
Former member, Chicago Toastmaster International #342
Former President, Chicago South End Jaycees
Former President, Chicago Chapter, Tennessee State Alumni
Association
Former Midwest Regional Vice-President, Tennessee State
Alumni Association
Former member, Board of Directors, Joint Negro Appeal
Former student representative of the University of Sarasota, to
the National Association of Private non-traditional Schools
and Colleges

WHO'S WHO:

In America, 39th Edition
In American Politics, 2nd Edition
In the Midwest, 15th Edition
In Black America, 1st Edition
Chicago Negro Almanac, 1st Edition

AWARDS:

1980 Certificate of Honor, Tennessee State University
Alumni Association
Humanitarian Award - April 2, 1976, Presented by the
Grass Roots Association for Spiritual Services, Inc., Rev.
A.I. Dunlap and Rev. W. H. Jenkins
John Farren Faculty Award - April, 1976, Presented by
principal, staff and friends for election to 3rd Ward
Committeeman
William E. King Award - February, 1974, Presented by
Rev. James Baker, President, Negro Labor Relations League
Great Guy Award - 1974 - Presented by Radion Station
WJPC for achievement
Great Guy Award - 1968 - Presented by Radion Station
WGRT for achievement
Semi-Centennial Award - 1962 - Presented by Tennessee State
University for excellence in Alumni Affairs
Award of Merit - 1962 - Presented by Chicago Chapter, Tennessee
State University Alumni Association
Outstanding Y.R. - 1958 - cited by Cook County Young Republicans
as the outstanding Young Republican President

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